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ABSTRACT

This report summarizes the proceedings of the second National Child Development Associate (CDA) Workshop conducted by University Research Corporation with the Administration for Children, Youth and Families (ACYF). The purpose of the workshop was to provide information and assistance to staff from Head Start grantees, educational institutions, and other organizations contracted to carry out CDA competency-based training programs. The central theme of the workshop related to ways of meeting the CDA training criterion for supervised field experience. Major addresses, presentations and panel discussions are included in the report in their entirety. These are: the keynote address by Dr. Lilian Katz on "Helping Others Learn to Teach"; an update on CDA by Dr. Jenni Klein, Director of Education Services, ACYF; a panel presentation on issues in CDA field training; an update on the CDA consortium; a brief description of videotape presentations of field training activities at two institutions; and a panel discussion on supervised field experiences. Also included, in the appendices, are a list of the conference participants and transcriptions of several question-answer sessions. (SS)

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HEAD START SUPPLEMENTARY TRAINING/ CHILD DEVELOPMENT ASSOCIATE PROGRAM: WORKSHOP II

A Report of a National Conference

San Antonio, Texas
May 17-19, 1978

Conducted by

UNIVERSITY RESEARCH CORPORATION
Washington, D. C.

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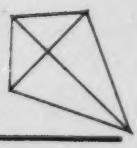

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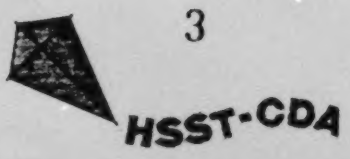

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PREFACE

This report summarizes the proceedings of the second National CDA Workshop conducted by University Research Corporation under Contract No. 105-77-1037, with the Administration for Children, Youth, and Families.

The workshop was conducted as part of a series of training and technical assistance services provided by URC under the national T/TA contract. The purpose of the workshop was to provide information and assistance to staff from Head Start grantees, educational institutions, and other organizations contracted to carry out CDA competency-based training programs. The central theme of the workshop related to ways of meeting the CDA training criterion for supervised field experience.

Participants attending the workshop included Head Start Directors and Head Start Education Coordinators, institutional/contractor CDA project managers and CDA trainers, and national and regional ACYF personnel.

Workshop sessions were conducted by URC staff and included major presentations by ACYF staff, the Child Development Associate Consortium, CDA training program representatives and URC staff, and a keynote address by an early childhood educator.

Major addresses, presentations, and panel discussions are included in this report in their entirety so that readers can gain a better understanding of the issues related to conducting supervised field experiences.

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WELCOME AND ORIENTATION

The National CDA Workshop was convened by Mr. Leroy Jones, Project Director of the HSST/CDA Project, University Research Corporation, who welcomed the participants and introduced Mr. Raymond Collins, Chief, Program Development and Innovation Division, ACYF. Mr. Collins welcomed participants on behalf of ACYF, introduced ACYF staff, and Ms. Margaret Emswiler, Child Development Specialist, Region VI ACYF, who welcomed participants on behalf of the host region.

Following introductory remarks, Mr. Jones reviewed the overall workshop design and workshop activities for the next three days. He indicated that the workshop theme would be concerned with increasing participants' awareness and understanding of the CDA training criterion pertaining to supervised field experiences. It was intended that the workshop would address the topic from two vantage points:

1. Roles and responsibilities of program administrators for meeting the criterion, and

2. Roles and responsibilities of the field advisors in carrying out field supervision.

Major addresses and presentations combined with large and small group sessions were provided, with each workshop session building on the next. Complementing the workshop sessions and presentations on supervised field experiences were addresses and presentations by Dr. Lilian Katz, Keynote Speaker; Dr. Jenni Klein, ACYF; Mr. Robert J. Harper, Child Development Associate Consortium; and presentations by CDA program staff, including Ms. Nina Beauchamp, Tuskegee Institute, Ms. Yolanda Molina, Our Lady of the Lake University; Mr. William Barse, URC; Ms. Ruth Benoliel, University of Washington; Ms. Frances Collins and Ms. Linda Witham, Wheelock College; and Ms. Martha Honeycutt, Mr. Warren Miller, and Ms. Betty Chester, Central Arizona College.

HELPING OTHERS LEARN TO TEACH

Keynote Address by
Dr. Lilian Katz
Director, ERIC/Early Childhood Education
University of Illinois

Introduction by Dr. Jenni Klein

Dr. Lilian Katz has been involved in CDA since the beginning when she served on the first CDA Task Force. She has been a university instructor and full professor for many years. I have sat in on some of her classes and was very impressed with the way she related to her students, and the way they related to her. She models the method of training that she expects of her students when they go out in the field. She is an author of two books and has written many articles.

The most impressive description that I can give you about Dr. Katz is that she is unusally thoughtful. She never gives you a quick, fast answer. Her observations make you think and question your own assumptions. She is now a professor in early education at the University of Illinois, and she is the director of the ERIC Clearinghouse for Early Childhood Education.

Address by Dr. Lilian Katz

As Dr. Klein indicated, I've been in CDA from the very beginning, and it is a special kind of honor to be asked to open this meeting. I understand you have been meeting twice a year for several years, and that you come together to share your concerns. I can remember when CDA was perceived by some as just a crazy idea that couldn't possibly work. It is very satisfying to meet people around the country who are CDAs or who are working on becoming CDAs and struggling with their portfolios--which they curse like mad at the time, but are so happy with when they are finished. And it is very nice to meet many of you who are involved in training. I've met many of you before and have learned a lot about CDA training from you. I find the progress of CDA very encouraging.

I have been asked to address the special issues involved in field supervision. I am not likely to say very much you don't already know. Perhaps that's an important principle in all teaching--our job as teachers is to help people to learn what they already know. However, for today I want to present some overall principles of how we can help adults learn to teach. I've selected 14 "principles" out of a selection of about 30 which have been developed over the years.

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These principles can be called decision rules if you like, rules about how to help people learn to teach. When you work with people in any situation, you are constantly making decisions. In a given situation there are probably 20 or 30 possible right ways to respond--but there are probably 99 to 1,000 possible wrong ways to respond. You can't respond in all the ways that are possible. You have to make some choices. These principles are "choice rules"--rules about how to decide which way to go in given situations.

Let's begin with Number 1: The first principle--or decision rule or choice rule--in helping someone learn to teach is to focus on that person's understanding of what she or he is about. I think some of you have read what I've written about this principle and some of you have heard me talk about it before, so I will go through it very quickly. The trainer's responsibility is to help people understand what they're doing; to understand what they're doing more accurately, more appropriately, to understand it in a more complicated way, to understand it more complexly. Remember, understandings have to develop. They develop in time.

Your assignment as a trainer is to help trainees' understandings to develop, to deepen, sharpen, and become more complex. In order to do this, you have to be clear about what your own understandings are, what the limits of your understandings are, because so many of our understandings are limited.

You have to be committed to having trainees acquire your understandings. They are not restricted to the way you understand things, but certainly your contract as a teacher or trainer is to make sure that the trainee acquires your understandings. They are not confined to yours, luckly, but certainly that's one way of describing your responsibility.

Number 2: Focus on making those choices which will strengthen skills that the trainee already has. When you're making decisions about what to do with a trainee, you want to help that trainee use skills she already has available more appropriately, more reliably, more consistently--and often, more confidently. I'm sure you've all seen a trainee trying something with children, but bringing it off without enough confidence. And so the children might challenge the trainee. I think that's true for all of us. I think it's true in mothering and fathering. Often we've got the right technique, but we don't bring it off confidently enough for the child to respond. So it isn't only the new skills or new competencies or new functional areas or new techniques. Focus on strengthening those that are already in hand.

For example, in my own teaching an important skill is leading and guiding discussion. But I don't always do that consistently well or appropriately.

Number 3: Focus on strengthening the trainee's dispositions to respond to situations in certain ways. It is important for trainees to have skills and techniques, but not at the expense of dispositions. Dispositions are relatively stable or enduring habits of mind, or the organization of your emotions, or tendencies to respond in certain ways. The easiest example I can think of is that some of us in elementary education are so involved in teaching children reading skills, that we may achieve this at the expense of their disposition to read. That's like winning the battle and losing the war.

The same danger exists for those of us who teach adults. We want people to have certain skills, but not at the expense of their disposition--for instance, to be resourceful, to be self-helpful, to be reflective. Most important, from the point of view of our CDAs and anyone we're helping learn to teach, is that we want to do those things that strengthen the disposition to go on learning long after we have left the scene. There's no end point at which we can say, "You are now stamped competent and forever you shall be so." We all can slide back. The other way of saying this is that we are interested in doing those things which develop patterns of behavior which can be maintained over the long haul, rather than getting somebody up to just a particular end point.

We also sometimes want to do things which weaken certain tendencies--like the disposition to be a complainer. I don't know if you meet people like that. There are a lot of people whose habitual way of responding to situations is to complain. You don't want to strengthen that disposition or the disposition to be critical, hypercritical, or negative.

So look at what dispositions you want to strengthen in your trainees. Be careful about the danger of teaching them skills at the expense of those dispositions. Similarly, you want to teach your trainees to take an experimental attitude toward their own teaching. You do that in various ways, but certainly one of them is to say, "When situations like this come up, you might try such-and-such. If it doesn't work, we'll think about it and try something else." A major reason for using this approach is so that you teach an experimental attitude toward your own teaching.

Number 4: Focus on making some decisions about what you want your relationships with your trainees to be. When you're working with people, and this may be true for your colleagues as well as your trainees, you have to make some decisions about the content of a relationship. Your relationships cannot be about everything. You can make your relationships between yourself and your trainees about various hassles, like their absenteeism, missing papers, or whatever. That can be the content of your relationship, if you like. It's your decision.

In my graduate teaching on campus, one of the things I ask all my students to do is to write reaction papers. They are in the form of letters written to me--we call them the "Dear Abby letters"--which they write to me about anything that concerns the work we're doing together. I fluctuate in how I respond to them. Some semesters I decide that everytime I get one of these letters, I will correct the spelling. When I do that, I get less letters. If I don't touch the spelling, and just react to the content, I get more letters giving me more information, which improves my teaching greatly. I'm making choices here--you always have to make choices when you teach. With every choice you make, you can make errors. I know of no way to arrive at a decision between these alternatives without making errors.

I'm reminded of a statement that I heard as a graduate student years ago from Ernest Hilgard, who was talking to a group of nursery school teachers. He said that a certain amount of order is liberating. He was discussing the practice we had in those days of always consulting the children on everything. Teachers were known to have half-hour discussions with a child about whether or not the child would wear an apron at the easel. What Hilgard said was, "Is that really what you want the child's day in nursery school to be about? Do you want it to be about painting, and getting into those materials, and expressing themselves, or do you want it to be a discussion about who's going to win this battle of the apron?" At this point he suggested that a certain amount of order is liberating, and you can liberate the child to do more interesting things by saying, "If you don't want to wear the apron, fine! There are other good things to do. If you want to paint, then wear it." All of this is said without rancor, of course.

It may seem overly simple, but in your own teaching you might want to do that. Decide what the issues are going to be. The potential content of your relationships with your trainees is tremendously wide, but it can't be about everything. You decide. Maybe consult the other person. I would suggest, of course, if you are trainers, that your relationship should be primarily about those things which help people learn to teach.

Number 5: Focus on developing the life of the group that's learning together. This idea may not be applicable to the field supervision situation, but borrow parts of it that fit.

We often overlook the potential educative power of the group. What you want to do, though, is to orchestrate the life of the group, so that the members come to feel, or say to themselves--"I belong to a group in which certain activities are valued such as the sharing of ideas and skills, challenging of assumptions and ideas, working hard, redoing the work, refining ideas, and carrying on discussions after class, etc. In this group the dispositions to be reflective, analytical, imaginative, thoughtful, original, and unique are also valued, nurtured, and appreciated."

The Soviets have been using the power of the group norm to educate for a long time, but it's been abused. It's the same phenomenon, but you don't have to use it their way. The Soviets have used the group to intimidate children, to make people conform to a group norm. We don't have to do that. We can use the group to strengthen people's identity with the community of learners, or the community of scholars. Certainly among CDA trainees, and I think trainers as well, there should be a sense that I belong to a group in which certain kinds of things are valued, appreciated, and welcomed. We will certainly increase our impact upon our trainees that way.

Number 6: The way we treat trainees should correspond very much to the way we want them, in turn, to treat the children. Some of the people we are trying to teach get the essence of what we wish them to learn by the explanations we give, some by the examples we give, some by the illustrations we give, and some by the information we provide. Some get the essence from the model that we become.

We cannot afford to overlook ourselves as models, and what can be learned from us that way. We want our trainees to respect individual differences and I think we have to do that as trainers, too. There's a long list of ways in which what we do with the trainee should be very much like what we want them to do with the children. But there are differences, too.

Number 7: Focus on optimum distance between yourself and the trainees. I am not suggesting the maximum distance between yourself and your trainees, or a minimum, which means being too close. I think that optimum is different for each of us; that some people can handle closer relationships more or less easily than others. But here is my reasoning: it is possible that excessive closeness could interfere with objective evaluations of a student's work. You might be too close to a student to say, "This work is not adequate." This is not fair to the student or the trainee either. The second reason is that if you get too close to the students, there is always a danger that you will invade their privacy, which is a very serious consideration with adults and children. Thirdly, you might be closer to some students than others and might inadvertantly say something to one student about another. And that's risky business. And the fourth reason for this optimum distance is an obvious one--a serious one--and that is the danger of burning yourself out, emotionally.

You cannot be all-purpose counselor on all subjects to all your trainees. The community college instructors I've been working with have done personal counseling, marriage counseling, financial counseling, academic counseling, competency counseling, and, you name it. That's all right, maybe, if you have five or six people you're responsible to and nobody else. But the numbers in some of these cases are astronomical, it seems to me. So keep it in mind that it is a good idea to establish for yourself what is just about the right distance between yourself and your trainee.

Number 8: Focus on those things that might become a source of inspiration for your trainees. I have only recently come to think that this is useful. Just don't overdo being inspiring, because the teachers might get hooked on it and feel worse later. Keep it at about the right proportion to be useful.

What you want to do is to encourage people to "keep at it" or "hang in there." When we say that we want to encourage someone, it means literally to give someone the courage to go on. Let me put it this way, it's easy to be with a group of children once a week, especially if you've come off the streets and you're just visiting, and you know that you're leaving. But it's very hard every day, all day. The children do, in fact, lose their capacity to fascinate you. It's hard work. I heard somebody who was a CDA say that having somebody come and observe her was just like having company. It gave her the courage to go on and continue. I thought that was an interesting thing to say about her experience as a trainee.

I don't think we have a way of assessing this type of informal evaluation. Sometimes what we do when we spend time in the field is not that we suddenly make a not-so-good teacher suddenly very good, but that we may keep a teacher who is not-so-good from getting worse! I know that sounds cynical, but I think that's an important thing to do. We want to inspire, moderately, and sometimes help somebody from buckling under the weight of whatever pressures they feel they are working with.

Number 9: Cultivate the habit of suspending judgment on what you're seeing. This principle is very useful in all teaching, but especially if you work in the field with trainees. One of the easiest things for us to do is to go into a center and judge it either good or bad or right or wrong. Sometimes we use even stronger language than that. I recommend if you're going to help that person's development, that you not judge it or pass judgment on it, but instead ask, "How can I account for this happening in this way? Why is this happening?" You are much more likely to learn, and learn those things which will increase your capacity to help that person.

Sometimes trainees do things because that's all they know how to do. That's possible. It's hard for us as seasoned veterans to believe that, because we know so many things. But we forget what it was like when we only knew one or two tricks. It's possible that trainees do what they are doing because they've done it before and it worked. A lot of people say that to me--"I do it because it works." It's possible they do it because they think it will impress the trainer. It's also possible that trainees do things that their assistant, or associate, or director said they should do, or because they thought they said they should. Another reason teachers give for doing things is because the children love it, or because it is on the tests and the evaluators are coming around. Or there are special problems at that site. The list of possible reasons could go on.

The point is that if you suspend judgment you will learn a great deal. It will slow down your tendency to respond to what you see, which in turn reduces your tendency to over-react to what you're seeing--which is what used to be called "patience!"

Number 10: When you're making timing decisions, make them on the side of being too slow, when you work with trainees. Whenever you teach, whatever level you teach, whatever you're teaching to whomever, you're always making timing decisions. You're always making decisions about whether or not this is the best time or the right time to introduce certain skills or ideas. What I want to suggest is that in timing, you should make the "error" of being too slow. The longer you wait, the more behavior unfolds; and the more behavior unfolds, the more information you have; and the more information you have, the more likely you are to make a good decision about what to do next. I think that is an important principle in all teaching.

Now, if something is happening that you believe is dangerous, don't wait. Safety always comes before psychology, under all conditions! A lot of people come to me and complain, "I've got a teacher working in my center who does terrible things." I generally ask that person "The things that teacher is doing, are they dangerous? Are you sure they will harm the children?" And, invariably after reflection, they say "no." But this person is impatient perhaps to have the other teacher become like her. One must keep in mind the developmental stages of teachers.

Number 11: When you work in centers, take the role of neutralizer of conflicts. If you find yourself in a situation where staff conflicts are going on, resist the temptation to align yourself with either side. If you do get lined up with one side or the other, you may lose your effectiveness. Instead, reorient the complaining parties to the larger task which they have to achieve. Avoid reinforcing complaining behavior. That's one of the things that we tend to do. We have to select which complaints are legitimate and deserve to be followed up, and which ones are just the only ways that people know of getting your attention.

Number 12: Beware of the potential risks of demonstrating or exhibiting your own skill. Modeling, is after all, an important way for some people to learn from you, but be aware of the risks. For example, I'm sure you've all experienced a situation in which you go into a day care center or a Head Start center where the children are out of control. And because you've worked with children for years you know exactly how to settle the situation in a flash. It's very seductive, to show how well you can do this! But the risk is that the CDA trainee will feel that she will never ever be that good. So she may become more discouraged. Also, when you are working with teachers of older children, that teacher may appear to be incompetent in the eyes of her own pupils if your demonstration is flawless and that would be a serious mistake to make.

On the other hand, modeling is a good teaching technique and being a good model does sometimes strengthen our credibility as trainers. A

lot of people think that people who train don't really know how to do it. So once in a while we need to take opportunities to demonstrate that we can practice what we preach.

Number 13: Focus on uniqueness of perception. Keep in mind that we don't always know how other people perceive us. We know that we are kind and sincere and helpful and understanding and insightful and generous and giving, and all those wonderful things! But we're not always perceived that way. It is hard to believe what perceptions people can have of us, even though we know better. People can be afraid of us, even though we may feel powerless. The important thing is to let the people know that that happens--that it is possible for people to look at you with some apprehension and fear, even though you are a lovely person! As long as you share that insight with them, you can proceed.

Number 14: Be alert to the necessity of the Go/No-Go decision. Sometimes when you work with people in the field you have to make what I call a "Go/No-Go" decision. There are some people with whom you may be working whose cases are so chronic, that no matter how much energy you give them, how much time you devote, and how many resources you use, they're not really going to get much better. Whereas you also have in your responsibility, some people who are really ready to grow, but you don't have time for them, because you've got this chronic case on your hands.

What I'm suggesting is that in a situation of scarce resources, you sometimes have to make a decision. You never make a "No-Go" decision with children, but with adults you do. You sometimes have to say, "Can this person really grow with the help I know how to give? If I do everything I know how to do, is there a chance? Is there a probability that this person will grow?" If the answer is "No" then you've made a "No-Go" decision in that case, and you get on working where your help has a good probability of making a difference. If the answer is "Yes" you've made a "Go" decision, and a lot of interesting things may begin to happen. You begin to look at the possibilities of growth in that individual. You invest in that person's development, and because of that, that person begins to get a little bit better. And because that person gets better, you begin to feel a little more hopeful about that person's possibility of growth. And because of that, that person gets better, and the spiral develops upward. Having thought through the situation sometimes clears the air and the "Go/No-Go" decisions are useful to make from time to time.

Not all of us are capable of helping all other people to grow. There are some people who cannot grow in our company, but could in another's. So that is why I suggest taking the time to make this kind of decision. Remember, it is not a matter of liking the individual; you do not have to like everybody you work with. But you do have to respect everybody you work with. That's a very critical distinction. To be able to respect people you like is very simple, and all of us can do that. To respect people we don't really like marks us as a true professional.

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I will close by saying that all of these decision rules, or principles, are useful if you take the time to think through what is really worth teaching, and what is really worth knowing. Whatever you do, you will make errors. You make errors of placement, of timing, and of content, and so forth. Life is in some ways a series of choices about which errors you prefer.

The standards of good teaching are always being revised upward. So that what we consider today to be a top-notch CDA graduate may--10-12 years from now--be seen to be average. So hang in there, keep at it, make up your own principles, make your own errors--we all do--and take the time in these workshops to share with each other, and refine your judgments about what to do in the future.

CDA UPDATE

Presentation by
Dr. Jenni Klein
Director of Education Services
Program Development and Innovation Division, ACYF

Dr. Jenni Klein:

The Administration for Children, Youth, and Families is doing several things with respect to CDA. As part of the recent Head Start expansion, two million additional dollars have been allocated for CDA training. I think two million dollars isn't enough. On the other hand, I think it's great that two million dollars was allocated because it indicates support for CDA. I hope eventually that there will be more funding for CDA training.

Basically, CDA as a concept has been accepted. Wherever you go--if you talk about CDA at ACYF, or if you go out to the regions--everybody now knows what CDA is, and includes it in planning. When new experimental programs are being designed, one immediately thinks about writing in requirements for staff that include CDAs--either by stipulating that preference be given to CDAs, or that CDAs be trained. This situation is a big step forward and means that CDA is "in."

CDA is written into the guidelines for Head Start expansion and the proposed Head Start performance standards will also include CDA. The CDA competencies are very closely meshed with the performance standards, indicating a general sense that there's an acceptance of CDA. Having said that, I would urge CDA proponents not to sit back and say, "Well it's 'in,' and now we can all relax." I don't think we can. I think we have to keep pushing and make sure that CDA does indeed become the accepted training method, the accepted credentialing method, and that all of the states incorporate it in licensing. (By the way, 13 states have incorporated CDA into the licensing of personnel: Illinois, Kansas, Maryland, Minnesota, New Mexico, North Carolina, South Carolina, North Dakota, South Dakota, Texas, Utah, Virginia, and Washington.)

The State Effort will be continued, but the regions will take the initiative of working with their own states. I urge you to get involved by attending meetings and hearings in your own states. I know there were some hearings in Michigan and that Michigan is moving to incorporate the CDA credential into director requirements, which I hope can apply also for the classroom staff. If any of you have information about progress in other states, let Sylvia Pechman, of ACYF, know.

In reference to the proposed Requirements for the Long-Term Incorporation of CDAs into Head Start--the policy is progressing through the system. Ray Collins can describe its status further.

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Ray Collins:

What we're experiencing is the transition within Washington concerning the way Federal regulations are handled. The substance of the policy has basically been approved at the level of Assistant Secretary, Arabella Martinez. Those of you who have seen the Federal Register issuance on Head Start expansion, know that the requirements for CDA are essentially the same as those that are in the draft of the Long-Term policy. There's a lot of detail that's not in there. We have an agreement within the Office of Human Development Services on the substance of the policy. We've been told that we will have to rewrite it to correspond to a new format for writing regulations. We wouldn't have been so discouraged about that except that we just went through rewriting what is now the old format just a few months ago.

I realize that this delay puts pressure on all of you, but it would certainly not be accurate to interpret the delay as reflecting any reluctance or backing away from the policy. It's just an example of the bureaucracy working. The policy is going to get out in the coming months, and it will be distributed widely to Head Start programs and the training institutions. We'll have an opportunity for comment, and then after the usual 45 to 60 days, we'll publish it in final form.

Dr. Klein:

Thank you, Ray. I hope that policy goes through quickly. I feel very strongly that if Head Start, as it goes into its 14th year, cannot say that every classroom has to have a qualified person, then we are not meeting our goals. How the policy will be enforced, and how it will be done, I don't know.

Now let me give you some information from the national CDA survey conducted by Kirschner Associates. It was a mail-out survey. One of the problems with this type of survey is that the response rate has been extremely low. (I would urge all of you, if you were part of the survey, to move the papers through. It gives us important information.) The information I have is based on approximately a 25 percent response rate. However, I spoke to Kirschner Associates just before I left Washington for this workshop, and I understand that the response rate is now about 45 percent and that the information hasn't changed. I don't know how much we can generalize from these data, but I think it's interesting information. The survey addressed information about Head Start Supplementary Training CDA programs generally, and also specifically about sponsoring institutions, field supervisors, and trainees. If you are in one of those groups, the survey questions were distributed in December 1977, and January 1978. They were mailed to the managers, and the mangagers were responsible for distributing the questionnaires to field supervisors, trainers, and trainees. There were 183 managers and 457 field supervisor/trainers who got the material. The managers were asked to select one-third of the 4,000 trainees to respond, so there were about 1,300 trainees who got the questionnaire.

Survey findings show that of the classroom staff in CDA training, about half are teachers, and about half are aides; approximately five percent are non-classroom staff. About nine percent of the people who were in training dropped out of the program. We don't know how many of those were counseled out, but the dropout rate was nine percent. Reasons for leaving were generally for other jobs; family reasons; or that training was too time consuming. (The issue of "counseling-out" would be interesting to look at in terms of how many people actually get counseled out.)

In the average program, field supervisors work both full time and part-time. Many of them are part-time employees, if they are at a university. Some of those receive salaries from Head Start and also from a university. The average number of trainees per field supervisor is 13. Data on the range of trainees to supervisors were reported and the range was surprising to me. Some field supervisors had one trainee, but others had something like 27, which is so large a number that I don't know how it can be done. (Again, we don't have the specific information, and I hope we can look at that.)

On the average, trainees were visited three times per month. (Trainers and trainees agreed closely on this rate.) The average visit lasted three hours. What occurs in these three hours needs examining--what kind of training is provided. What do you see three times a month in three hours? What happens? What kind of feedback is provided? What happens in between visits? Most of the programs say that they have an ongoing appraisal where the field supervisor observes and then talks with the trainee about training needs. Many of the programs also have an initial appraisal. I think that's very positive.

About 70 percent of the CDA programs give credit for training. As you remember, the training guidelines require, <u>valid credit</u>. All of the educational institutions that are grantees or contractors give credit. I would urge you as you work that you make sure that people work out some way to get credit for their CDA training experiences.

Many Head Start programs have cooperative arrangements with educational institutions. These arrangements vary. I hope to get additional information on how programs work with institutions. Sometimes two institutions work together. Sometimes the Head Start grantee subcontracts to an educational institution. A variety of ways are used and some of you have written to me and told me what you are doing. There are some programs that give credit for previous experience. There are some programs now that have made arrangements with colleges geographically distant from them to give credit. But a variety of interesting ways have been devised, and I think that that's very positive.

The CDA training guidelines state that training should depend on the trainees' need to be trained. We used to say that some people might just need two months of training because they're already competent but don't

feel quite ready yet to go through an assessment. That still seems like a good idea, but not many people are doing that. The average length of training is between 20 and 25 months. Interestingly, the question on the survey about the length of time necessary to complete the training brought different responses. The managers estimated the longest time, trainers the shortest time, and the trainees fell in between. I want to caution you again, that these findings are based on very few institutions responding. However, I'm reporting these because the latest count doesn't seem to change any of this.

Regarding field supervisors--the average age is between 31 and 40 for both field supervisors and trainees. Almost all of the people who are field supervisors have training in early childhood education and have a B.A. or higher. The majority are female.

The overwhelming majority had experience in working with three- through five-year old children, which is a big plus. In fact, most of them had more than eight years of experience, of which approximately three years were in Head Start. Many of them had experience in training staff or training of trainers before that. Another interesting piece of information is that 47 percent of the field trainers have served on Local Assessment Teams. What I don't know is whether they served on the LAT as a trainer, or whether they were the Consortium Representative. But 47 percent have had that important experience. Eleven percent of the field supervisors are CDAs. We always said that eventually everybody ought to be a CDA, and I guess we're going on with that.

Trainees are in the same 31 to 40 years old age group. Most of them, on the average, have about seven years of experience. Many probably started out in Head Start as paraprofessionals, another plus. For many of them, their experience has only been in Head Start. I looked through the ethnic representation and basically it reflects the ethnic representation of our Head Start staff and our Head Start children.

Information on institutional auspices and costs, though preliminary, are interesting. In almost 23 percent of the cases, the Head Start grantee has delegated the responsibility for training to a cooperating institution. In 26 percent of the cases, Head Start grantees are doing their own training. On the average, training costs between $800 and $1,000 per year per trainee. The percentage allocated to training--between academic training and field training--is interesting. The percentage for field training is the highest--43 percent goes to field training--and 30 percent to academic training. The balance is spent on administration and other costs.

As soon as this report is finalized, the information will be available to you. There are many interesting facts in the study. I think it's the first time we have some hard facts, even though the hard facts are somewhat tentative.

Several issues concern me about CDA training generally. One is: Are we training people so that they remain learners, or are we looking at CDA as an end-product--once you get assessed, and once you get credentialed, that's it? I think it's terribly important to build in the concept that CDAs are indeed learners. Competent child care staff are open-minded, look at new ideas to see what's going on in the field, and basically go on learning.

Another real concern to me is: While we're training, we should keep the focus on the children. The reason CDA was initiated was to provide quality programs for children. In order to have quality programs for children, we have to have a quality training program for adults. But the outcome we want is quality programs for children. The trouble is, whenever we say that, we say it to the wrong people. I'm saying that to you, and I'm sure all of you tend to agree. But I think we need to keep saying it.

A related concern is that CDA might become institutionalized in a way that we're accommodating to institutions rather than to the trainees and to the children. It ties in with the focus on the children. I keep hearing people saying, "But that's what the college wants; but that's what this institution wants." I don't have an easy answer, but it's a concern that I have and I suspect that you share, and I think maybe we need to work on it. I sometimes think that in that process, the children may be forgotten. If the children are forgotten, we might just as well forget about CDA, because the purpose is to get quality programs for children.

Another concern is that CDA place the emphasis on the culmination of training. Let me explain what I'm saying. I keep hearing people talking about assessment and credentialing, and I think that's very important. But to get there, there ought to be good training. The training should focus on acquisition of the competencies rather than on getting ready for the assessment and credentialing. The purpose of the training is to be a good child care staff member. The only thing I can compare it to is people in college who focus only on getting their degree and getting out, rather than on the learning. I hope CDA does not become like that.

Another concern is that CDA may become less than quality--that CDA become the quick route to success (a kind of American way, like French-fried potatoes and hamburgers). Now, I'm not saying that I believe that people should be trained quickly--I think that we should let people train at their own pace, but let's keep in mind that training should not be just fast. It should be quality; it should be thoughtful, and it shouldn't be cut-rate.

Another concern goes back to what I said earlier, and that is there is too much emphasis on the end product of training. What I think I see missing frequently is the big picture of what we want. We ask people to come into CDA training so they can become credentialed, but we don't help them understand the focus on the quality of care for children.

Somehow in contradiction to that is that there is another kind of training that occurs under CDA, and that deals with tiny parts. It's a little bit of the inservice training that often happens, where you focus in on one particular part of training. Let us say you spend all your time on helping the trainee with fingerpainting. I'm not knocking fingerpainting. I think fingerpainting is a great activity. But the focus is on one activity, rather than the big picture of quality care for children.

At one point we were arguing a lot about competencies and saying, "Please, let's not come up with 120 or 950 specific competencies, such as, the teacher knows how to teach the child to tie his shoes, and the teacher knows how to teach the child how to build with three blocks." We fought very hard because there were lots of people who thought that's what the competencies should be. We kept saying that teaching is a whole, it's not just one part. Now we have the competencies, and we have the 13 functional areas. I think we have to watch that we keep that whole and don't focus on minute aspects of the competencies.

Another issue that worries me is that the CDA training (not just the CDAs) may become isolated from the larger world of training. One of the things that Lilian Katz has been talking about is working with a whole group of students who are instructors in community colleges. That keeps them part of the profession. It keeps them together. I think people learn from each other. I think we have to watch that we don't keep CDA training so isolated that it can't grow, because I really think it is very difficult to grow in isolation. That is true for the trainer, for the institution as a whole, and for the trainee. I think that the content of CDA can be broadened if the training is part of a bigger world. All kinds of materials should be available and the trainer should keep up with what's new in the field. CDA is not the answer to everything--there are other new things coming out, and I think CDA trainers need to be informed, particularly about new materials. I get concerned when I see CDA training programs use only the modules that they have developed. I'm not saying that some of those modules aren't very good. I'm sure they are. But new materials come out all the time. Some of it isn't so good, but I think we need to remain open-minded. We need to look at it; we need to keep up with the literature, so that our programs don't become isolated.

But I would like to see the whole CDA program broadened. I think you people who are here are probably doing that. But think about it. It's not easy. I think that with early childhood education, there tends to be isolation. We tend to be isolated in the schools, where we work. Early childhood people who work in day care tend to be isolated. Part of the problem of isolation is that a certain apathy sets in. Somehow we have to get CDAs and CDA trainers involved. I'm not sure how one gets the CDAs involved. I think it's important as members of the profession to make sure that there is a lot of interchange with other professionals, or otherwise I think we will have isolated people.

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My last concern is one that I have stated before: That the field training and the academic training are indeed set up as a coordinated set of experiences. When we first wrote the guidelines, that seemed like a great idea, and everybody was very enthusiastic and agreed upon it. But the more I observe CDA programs, the more I realize that it was easy to talk about, but it's very difficult to do.

In many programs, I don't think coordination is happening. Now let me tell you something else. I think that it may be easier to work only in academic training because you never really see the results of your work. I have lectured to teachers, and later when I got the feedback, lo and behold, either they didn't hear what I said, or I said it so poorly they couldn't hear it. But certainly what they did in the classroom afterwards wasn't at all what I was talking about. So I was not a good trainer. I think some academicians talk about the theory, talk about practice, but don't see what happens.

There is a reverse, too, in that people go in and do the field training, but don't relate it to the academic. We don't want just field training, and we don't want just academic training. I have a real concern that I would like all of you to address, as you talk about field training: That field training is not in isolation, but it relates to the academic training, to the total CDA training program. I've shared all my concerns with you. I'm sure you have more. Now, let's see how we can solve these problems.

ISSUES IN CDA FIELD TRAINING

Panel Presentation

- Moderator: James P. Doyle, Child Development Specialist
  Region IV

- Panel Members:

  --Nina Beauchamp, Project Director
  HSST/CDA Program, Tuskegee Institute
  Tuskegee, Alabama

  --Yolanda Molina, Project Director
  Bilingual/Bicultural CDA Pilot Training
  Project, Our Lady of the Lake University
  San Antonio, Texas

  --Bill Barse, Training Coordinator
  University Research Corporation
  Washington, D.C.

  --Ruth Benoliel, CDA Project Director
  Head Start STATO
  University of Washington
  Seattle, Washington

James P. Doyle:

I'm Pat Doyle from Region IV. Your panel members this afternoon are: Dr. Nina Beauchamp, HSST/CDA Project Director, Tuskegee Institute. Dr. Beauchamp and I have worked together for a long, long time. Next, Yolanda Molinda, Project Director of the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University, here in San Antonio. All of you know, I'm sure, if you've attended these conferences at least once, Bill Barse, who is Training Coordinator at URC, and Ruth Benoliel, CDA Project Director, Head Start STATO, University of Washington. The panelists will each make a 10 to 12 minute presentation and then we'll open up for questions.

Nina Beauchamp:

There is no claim on my part that by any stretch of the imagination that what I'm about to say can be looked at as the issues. These are some of the issues. They are issues with which I deal. They are issues with which people in my region deal, and they are issues with which I think people in this Nation deal. I think they are important, and that they directly or indirectly affect field training.

The first issue is one which I feel institutions must face, and that's the difficult issue of giving credit for field training. It's difficult particularly if you work with an administration that perceives credit as being applicable only if students come on campuses, only if they sit in Room 102, in a row, with a teacher up front. However, there are some solutions. The solution which I found worked best for me at Tuskegee was to align myself with one of those administrators--a key person at the institution, whom I felt I could convince concerning the importance of field training as an integral part of CDA training.

We do workshops at Tuskegee covering the 13 Functional Areas. So I felt that what might work best with this administrator would be to have him attend some of our workshops. It is impossible to get him into a workshop that was scheduled for three or four hours. He wasn't likely to stay that long. So what we did was plan to present information that related to field training at whatever time he could come. If he said he could come at the beginning, then we would set it at the beginning, if he came in the middle, then field training fell in the middle. Whenever he could come, that's where we did it. Now, for me, that worked. That was very helpful and we no longer have the problem of credit. We are able to give credits for field training at Tuskegee.

The second issue that I'd like to deal with briefly is much more complicated than field training. It's the issue of motivation, which I'm sure most of you probably have to deal with. In our situation, in Tuskegee, in Region IV, we are dealing with some frustrations, some anxieties, and some lack

of confidence that the CDA training program is really going to work. All of this hampers motivation. It's hard to get people to want to be involved not only in the field training, but also in the total CDA training. The lack of motivation I find, is the result of a set of problems over which we at the grantee and intern level have no control.

The first problem concerns state licensure. Interns and grantees are hesitant to spend time in training to receive a credential that may mean nothing beyond a Head Start program. There are some states, as Dr. Klein mentioned earlier, that have incorporated CDA into the licensure. And Alabama has said that it can be an option. At this point, we have nothing to that effect in writing.

But even if the CDA credential is included as an option for licensing, then there is the feeling that it won't mean anything if there is a shift in the program from HEW/ACYF to HEW/Office of Education. There is this hopeless, helpless feeling that if we move into the Office of Education, then whatever we have, if it's less than a bachelor's degree, it isn't going to mean much anyway. Interns can do nothing about this and grantees can do nothing about this but wait. It appears that the longer they wait, the less motivated they become.

In addition to the state licensure and the shift to the Office of Education, we keep asking ourselves how can we motivate people to get involved in training when the policy is still not policy. Grantees are beginning to say, "I can't afford to have teachers and aides leave the center for workshops or have all of you people coming in and upsetting things when I really might not have to do this." If the policy is important, they want to know, then why isn't it signed yet? To say to them that, whether there is a policy or not, it is important that people are competent doesn't seem to be very motivating.

Another thing hampering motivation that people are concerned about is that of direct-funding grantees. The feeling is that direct-funding is likely to bring in new institutions that will be doing training without spending adequate time for preparation. There is a feeling among presently-funded institutions that they have worked hard on training, they've worked on a system, and now that system might just go down the drain. There is also indecision about how to handle the interim period between funding cycles: "Should we be spending our time planning to train for next year, or should we wait and see whether we will be chosen as the training institution?"

The fact that interns, grantees, and people like me have no control over and no input into these kinds of decisions hampers the success of the total program. I guess it's lucky for me that I'm not in the field every week. The person who works as a trainer with the program that I direct

is out every week and she gets all of the questions and all of the hostilities. She then comes back and asks me for the answers. Then I say, "Well, I really don't know, but we're going to Atlanta next week and I'll ask Pat Doyle." Then I come back from Atlanta and report that the region doesn't know yet, but will find out from Washington. Not getting answers really interferes with people's motivation.

The third issue is that of extending the training to programs other than Head Start programs. There are people on the state steering committees who are working exceptionally hard to get the training for day care center people, for private nursery schools, and the like. They find it very difficult. They say that it's not terribly difficult to plan workshops and seminars, but to get people out to do the field training is almost an impossibility. They don't have the staff or the money. There's a feeling particularly in the area where I am that the effort and the support for this kind of expansion of the programs should come from the Federal level.

One last issue we're faced with is that of communication skills for interns. We try to be careful, as Dr. Katz suggested, and not overemphasize writing and speaking, but we find that interns are hampered if we don't put some emphasis on that. That's not always an easy thing to do when we go into the field. So if you have some solutions to that, we would appreciate it if you would share those. Now issues like credits and other things related to field training, and to which we can have some input, don't bother us nearly as much as those things that involve waiting to see what decisions other people will make. Until these kinds of things are worked out, and if and when interns and grantees and all of us can have some say-so, some input, then I think that not only the field training, but also the total program will be affected adversly.

Yolanda Molina:

I'm going to tell you a little bit about our program and then I'm going to address the issues of the bilingual/bicultural CDA training in terms of field instruction.

We were funded to develop a model. We were one of the four Bilingual/Bicultural CDA Pilot Projects in the nation. We were to train and credential 40 CDA bilingual/bicultural people in our community. I had four trainers--three trainers and myself. We were able to identify 36 Spanish-speaking child-care givers in San Antonio Head Start centers. A key feature of our project was that the field supervisors, or field instructors, were also the academic instructors.

When I was selected as project director, I needed to look for trainers who were bilingual/bicultural, had competencies in early childhood education, and also held a master's degree in order to be able to teach at the University. So I prayed a lot. I was able to employ three fantastic bilingual/bicultural,

master's-degreed, early childhood specialists that were willing to go out into the field, and they had some really fantastic personality traits which I emphasized that they must have.

We went out into the field, and the one thing that we first identified was the fact that many of the trainees, even though they had identified themselves as Spanish-speaking, had never, ever taken a formal course in Spanish language. They didn't have the two additional bilingual/bicultural competencies--the language and the cultural, that were added to the original six. One of the language competencies is that they must be proficient in Spanish. They must be able to read, write, and speak the language. They were able to speak the language, but they were not able to read and write the language. The other bilingual/bicultural competency--that they must be sensitive to and knowledgeable about the culture--also posed a problem. They had grown up in a situation where many of them rejected their culture, and really did not feel like they were Mexican-Americans.

First of all, we worked on creating a very special rapport with them so that they would feel comfortable. We spent 80 percent of the first year out in the field, and about 20 percent in the academic setting because they felt very uncomfortable coming to the university. They also had problems with husbands who would not allow them to come because they needed them to be there to serve their dinner. To counteract that, we had dinner on campus for the families, had picnics, and all kinds of things.

I did a lot of what Dr. Katz said earlier--I did family counseling, I talked to husbands, I assured them that their wives were not going to be assaulted on campus. It was really interesting to see them when they could come to pick up their wives on campus. One of the husbands told me, "But you told me that it was all women." At that time we did have all women in the project, but we were meeting in the Warden School of Social Work and he saw the male social workers leaving the buliding. I assured him that we were meeting in another room and that made him feel comfortable.

We were in Head Start classrooms 80 percent of the time where we did a lot of modeling and instruction. We knew the children's names, we knew the parents, we ate with the children, and we had a very special rapport. There was a lot of respect as the Mexican-American respects the person that is the educator. We never did have the problem of too much familiarity. There was respect, but there was love and there was also trust.

We were four trainers and 36 trainees. So at 8:00 a.m. all of us would be at one of the Head Start centers every day. We would stay there until 11:00 a.m. using juice time and outdoor play to debrief and talk to the trainees. Then at 11:00 a.m. we would leave for our university campus, have a brown-bag lunch, and debrief--talk about some of the things that we were doing, talk about some concerns, or examples that we wanted to bring out that evening. At 1:00 p.m. we went to another center and met

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with another trainee, so we would see two trainees per day. We met the group three times a week--Monday, Wednesday, and Friday from four to six to teach the academic content. As I said, I really was blessed with some very fine, hard-working trainers.

Dr. Klein mentioned earlier about the isolation of the CDA. We did not want the two additional competencies that had been identified by ACYF--the bilingual/bicultural competencies--to be isolated. In other words, we didn't want the CDA trainee to have a "cultural corner" or to speak Spanish 15 minutes a day. So we looked at every one of the 13 Functional Areas, and we identified bilingual/bicultural indicators for each and every one of the 13 Functional Areas, and we came up with a profile which we used to look at the trainees' progress. We integrated the culture and the language in the six early childhood competencies, because we did not want them to be isolated--apart from the regular six. We use the profile as a checklist. The trainee has a copy, we have a copy, and we go through it to plan what they will be working on. It's a cooperative, self-evaluation endeavor.

We do a lot of videotaping. We carry 80 pounds of video tape equipment with us every day. Our university was competency-based before we received the funding, so we had a sensitivity to being out in the field. The university is very committed to competency-based education, and that really helped us implement the field component.

Bill Barse:

The issues that I am going to address relate to delivery systems, which from my particular, very parochial and dogmatic point of view, are the reasons most of you have problems. If we could look at the inherent givens and the inherent disadvantages in delivery systems under which we work, maybe we can find more solutions to the current issues.

The first issue that I want to talk about is the RFP system, the system of giving contracts. There are several problems inherent in the RFP system. The first is one of timing. There is at least a 15-month interval from the development of a proposal to the completion of a contract. The RFP hits the street, it's responded to, it's processed, reviewed, awarded, and then it goes into operation. That process takes about three months--sometimes longer. Over the next 12 months, the contractor must do something that was planned four or five months prior. And that's difficult.

The second problem is that RFPs often are not based on current data. There is just not an adequate data retrieval system. The data in the field are often not used in the RFP, because by the time current final reports are in, the new RFP has already been written and published. There is a time factor in there that just doesn't seem to match up.

A third problem is that open bidding on an annual basis causes hesitation on the part of a lot of potential proposal writers. The fact that the whole process of writing will have to happen again at the end of a year, and that the data they have gathered may not be appropriate to the new RFP becomes very discouraging for many proposal-writing organizations--institutions of higher education, and non-institutions of higher education.

Another problem with the RFP system that I've been hearing from a lot of people is that there is no real monitoring. There is no real assurance that contractors are on target. There's no real way for them to know whether they are meeting expectations or if there are other ways expectations can be met as the result of being monitored and receiving that feedback.

The advantages of the present RFP system are, that it is probably the way to get the most appropriate response. The government tells the world what it wants, and the people that don't want to provide it just don't offer it. The people that do offer it respond to what the government says it wants. And that's a pretty neat way to get the service you want, instead of building an institution that provides it year in year out and no longer needs to be responsive yearly.

The dollar negotiations can also be based on appropriateness, which is another advantage. There is also the self-monitoring potential through a reporting system. As I said, I don't think it exists in most regions. I know one region that has a pretty exhaustive one that seems to be working. Others just don't seem to have that kind of system. The other advantage is that contracts can be ended at the government's convenience--at any time the government feels it's appropriate to end that contract. That's a convenience that isn't necessarily built into grants.

I think the RFP disadvantages are that the data aren't always collected prior to the writing of the RFP. There's also a difficulty in validating work statements. That is, the panel must review them, but they're on paper. There's no way of going out and checking them out. There's one region in this country that has difficulty with determining the accuracy of the work statement right now, or has had difficulty with that one this past year. Often the contract officer himself, or herself, is not philosophically in tune with CDA, and might overlook things. Probably the most serious difficulty with the RFP system is the break in continuity. This system provides for a break in continuity much more than another system, which is the awarding of grants. The Government Accounting Office has recommended the building in of some system for contracts to cover up to a three-year span.

Next, I'd like to discuss the advantages and disadvantages for the two types of contractors under the RFP system: the institutions of higher education, and the non-institutions of higher education.

Institutions of higher education have obvious advantages in the CDA system. One is that they have, as their capital, the thing which they have to give away or sell--credit. Therefore, they are able in every case to provide credit; some of them try not to, but they are able. It is a given fact that they can do it. They do have, as Yolanda referred to, teaching faculty with master's degrees, or beyond, in their field of specialty. So they do have available to them, by that definition at least, qualified accredited staff.

Most teaching colleges where they have teacher education of any kind, or social service colleges where they have field work placements, have already built into their system an academic-field integration. Maybe they don't think of it that way, but that's what those programs have the potential to provide. The academic work and the field work have an integration potential. My experience with most of them is that the field experience occurs after the academic component or over a period of time rather than at the same time. The integration is part of a four-year plan or a two-year plan, not part of a daily plan. That may be where they've missed the boat. But that's one of their advantages--they already have the capacity to do that.

Further, they have resources other than ACYF dollars. A very big plus for institutions of higher education is that they can tap into many of the resources, because they have them around. They also have many other learning resources available to them.

The disadvantages are that they have limited flexibility. They have limited flexibility in terms of fringe benefits. They're usually arranged 15 months before the end of the person's servitude. Colleges usually hire in the spring for the academic year which begins in the fall.

Another problem relates to bidding on contracts. Institutions must bid on a contract they're not sure of getting. They must hire the staff in March, April, or May, and may not get the contract until October--or in some cases may not get it at all.

Competition also enters the picture. There are jurisdictional rights to consider, particularly for state community colleges. They can't bid on a contract that is outside of their jurisdiction. They are legally limited from doing that. So it's a disadvantage for many institutions of higher education. Many fine institutions are near state borders. They can't go across the state without charging a different tutition. There are other disadvantages for institutions of higher education. Institutions of higher education have a contract for a certain number of bodies. When that body leaves, they've got to replace it. And it's easier to keep it than to find another one to take its place. Because warm bodies are what they count. When they use the term slots, you can already hear, they're talking about warm bodies, not names or people, or anything else.

There's also a reluctance for institutional change, when it's only a one-year contract. To ask people to radically change an institution on a one-year contract is very difficult. Change would require the administration to get involved, financial officers to get involved, registrars to get involved, the financial aid office to get involved, the audio-visual department to get involved, the transportation department to get involved, and the deans to get involved. All of those people have to respond on a one-year basis, which has the potential for causing a lot of difficulties.

Another difficulty for institutions of higher education is establishing a relationship with a Head Start grantee. Most HSST/CDA institutions deal with the students they work with--the trainees--but do not deal with the agency as a whole. That's a difficulty, because the agency as a whole is now assuming a new responsibility for staff training. They're having to go to someone they haven't been relating to, to see if they can rearrange the contracts, and they can't do that because the contracts are held by a third party, the Regional Office.

The positives for the non-institutions of higher education who are contractors are that they can tailor their systems very quickly to the RFP. They can hire according to the budget that's available, they can adjust management fees and make adjustments in the budget because of that. They can secure cost-effective credits because they can go around and shop for credits at the institution that will provide them with the most cost-effective plan. Non-institutions can adjust quickly to contingencies, because they're dealing with their own corporate structure, which is usually not that complex. Because of that fact, they can adjust data collection and reporting systems so that they can get at much more information than an institution of higher education can.

One disadvantage for these folks is that they have no availability of credit. They have to go and find it. They have to do it in a timely way with the institutions of higher education. They can't go out and buy credit starting in November. They've got to start buying credits in September or January or when the semesters or quarters start, and they can't just jump in or out when they want to. Quite often they have to be responsible for curriculum development because they don't pay the cooperating institutions enough to develop the curriculum. These contractors aren't necessarily geared to developing curriculum. That's not necessarily the reason they're in business.

They also have to develop a system of field supervision. They have to locate field supervisors, train them, and monitor them. Often, when contracts are on a one-year basis, there's a startup time lag. It is often 60 days before a contractor can get an office in place, get the letterheads, get the telephone installed, get a secretary, get the machines, etc. That's all a delay in terms of service to the ultimate objectives of training.

Regarding the advantages of direct funding--one is that it provides for instant, constant contact with all staff. The money is in the hands of the Head Start grantee, and the staff are all there, under one roof. The grantee usually knows what the staff training needs are or knows how to find out. The training needs may not be perceived in terms of CDA, but they can readily be modified in those terms.

Another advantage is that the grantees are already in place, and fully set up administratively. So there is not necessarily a time lag to put all of this in gear. They are already required to train staff, as part of the grant package. They are required to train staff in job skills, and required to train staff in terms of staff development. It's already part of the policy--the second part of 6902-1. It's been a policy since 1969. So they are already in business to do this. They can train their total staff, not just available slots. Many Head Starts can train all of their staff for the same amount of money as they can train five people, providing it's through their own inhouse mechanisms.

The major disadvantage that I've been hearing about is that CDA is only a small part of the grantee's overall responsibility. Administratively, there is lack of knowledge, and sometimes commitment to CDA. On the other hand, for a direct-funded contractor or institution, delivering the training is the sole obligation in that particular contract. A second disadvantage for the grantee is that there is a high level of staff turnover in Head Starts. This produces a lot of problems in terms of the training staff--not just the to-be-trained staff, but the training staff. Head Start education coordinators, Head Start directors, etc., have a high turnover rate. There is also quite often a lack of trainer skills among existing staff, specifically to conduct CDA training. Frequently, in order to do the training, job description changes are necessary, requiring the interaction of a policy board, etc.

Another disadvantage is that grantees may not get technical assistance from their own community representatives because the representatives might not have enough information. That's the staff's only direct line of communication with the funding source. Further, staffs quite often have dual roles. The education coordinator has power over the classroom staff members' paychecks and at the same time is also trying to train them and build a trust level. That has to be a difficulty for the grantee.

My suggestions for the institutions of higher education and/or contractors, are that those RFPs be based on local CDA training plans. That no RFP is issued until those agencies that they are going to serve have told the funding group--the regional office in this case--what's needed. That the RFPs are written with that in mind. That the institutions of higher education and other contractors get more involved with the training of trainers, because they are going to have to rely on the Head Start staff to do the training.

That they be contracted much more to do that than to fill training slots. That the institutions of higher education contractors be integrated into the inservice of the agency rather than maintain the supplementary training role. Head Start Supplementary Training was misnamed. For that reason, it's always been considered supplementary. It's got to be integrated into the whole system. The contractors need to assist local grantees to negotiate for credit and financial aid to make the burden a little bit easier on the grantees.

Ruth Benoliel:

I'll address briefly some of the issues that Bill Barse brought up, so that you can get a feeling for the context in which our CDA training is delivered. The University of Washington Education Department has the contract to deliver technical assistance and training, including HSST/CDA training, to 22 Head Start grantees in Washington State. The mechanism our office has chosen to provide CDA training is through subcontracts with community colleges. We have chosen to use the local community college in the district where the grantee is located. We have at present in Washington 12 subcontracts with community colleges, and they serve approximately 100 CDAs.

There is a real advantage in the manner in which our office is funded. Because of the multiplicity of services in training and technical assistance that we deliver to the grantee, there is a real bond between the Head Start program and our office. We have a close relationship with the Education Coordinator, and have involved that person in the team relationship in delivering CDA.

As I thought about issues--issue meaning "a situation that has to be addressed and dealt with"--I identified three or four that are major. The major issue in CDA field supervision is the selection of the field supervisor. In our system of delivering training, the supervisor is the CDA college instructor.

The selection of the field supervisor must be done very carefully. This person has to be able to do the observation and conferencing in a variety of onsite situations. It may be a public school classroom, it may be a Sunday school classroom, or a converted store front. In one instance, it was a private home, and in another instance, a hospital. So these are the kinds of situations in which the field supervisor has to be comfortable. She or he has to be comfortable in working with formally and informally educated trainees. She or he has to be very capable in communicating with the trainee. Fourth, this person has to have a broad experience in working the three- through five-year-olds in a classroom setting, and also have a broad academic education. (I was really pleased to hear that the Kirschner report indicated that the field supervisors have a breadth of experience and academic training.)

One of the things that we've done to help meet the field supervisor selection issue has been to involve the Head Start staff in identifying potential field supervisors within the community. We've also arranged that the job opening notice issued by the college clearly stipulates the characteristics of qualifications that I identified earlier. Then the Education Coordinator helps the college in the interviewing of applicants to provide further assurance that the person has the qualities to be a successful field supervisor.

After the selection, the issue is essential support for the field supervisor. When I say essential support, I mean both from a financial as well as an emotional standpoint. The field supervisor needs to be reimbursed a professional salary that takes into account not only the hours that are spent onsite observing and conferencing, but also for the conferencing that's necessary with the agency and the college. For the most part, our field supervisors are part-time people. In actuality, we've had only two supervisors over a period of four years who were full-time faculty members. So, adequate professional reimbursement is essential.

Another essential support is training to do the job. They should have a strong background in early childhood education. They have experience, but how do you observe and how do you give feedback that promotes professional growth and self-determination? So special training has been another area of support including the provision of audiovisual, modules, and people resources. Time for communication with the Head Start agency also has to be available to the field supervisor. Faculty support from the college is really essential. Not all of our field trainers meet the qualifications that the college might have with regard to the possession of a master's degree. But they are all persons with bachelor's degrees plus adequate academic and field experience. A faculty member acts as their supervisor. This faculty member, who meets the supervision qualification of having a master's degree, can then assure that the credit is going to be accepted as valid credit.

The next item is support from the state training office. Our office provides onsite technical assistance, telephone technical assistance, and conferencing at any time. We also make available many audiovisuals, modules, and other training materials through our resource library.

A third issue stems from the fact that the funding allocations for institutions of higher education are on the basis of mass education. This means that when we negotiate a contract, it has to be hand-crafted with the decision-makers of the college.

The funding allocations for institutions are based on a formula that deals with the total FTEs (Full Time Equivalencies) in relationship to the state allocated FTEs. Classes don't meet if they do not have a specific number for enrollment. Those data fed into the state computer determine the decisions of budget-makers at the college.

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The college decision-makers need to understand that what we are doing is not going to undercut their early childhood program. Our negotation has to be able to assure an adequate professional salary for our CDA field supervisor, since she or he falls completely outside the system of reimbursement. In our contract negotiations, we also have to assure that our part-time CDA trainer is going to have faculty support.

The negotiating issue is one that takes a lot of time, and if it isn't successfully carried out, the issue of the successful, appropriate field supervisor who has adequate support is not resolved. These are issues that take a lot of time to deal with. They are issues that have been more successfully dealt with as time has gone on. In reality, the colleges have been more supportive, they have incorporated the CDA Competencies into their early childhood programs, and a good relationship has evolved. But it has meant that we've had to deal with and confront issues--we've had no other alternative.

CDA CONSORTIUM UPDATE

Presentation by
Robert J. Harper, II
Executive Director
Child Development Associate Consortium

Robert J. Harper, II

In St. Louis I told you what we were going to try to do. Today, I'll tell you what we did do or didn't do in the last year, and in what directions we are still going. As you know, when I came on board at the Consortium we went through a restaffing phase. Presently a new member of the staff, Pat Harden, is once again restaffing in an effort to tighten up some areas. Ms. Harden started out in field services--which we had envisioned as a rather open-ended operation--to tell us what it is we should be doing in the field in terms of support from the Consortium and also in terms of public relations and strategies about the Credential Award System. Specifically, Ms. Harden slowly gravitated into working with new representatives and training representatives for the sessions we had in Texas in March. Now what we are attempting to do is take Ms. Harden's position and consolidate it with two other people who are in the processing section that deals with Consortium Representatives.

As I explained in St. Louis and in the regional meetings I have attended, we had a problem with delays in getting information back out to people. We were trying to institute some filing arrangements and some information retrieval arrangements that would allow us to be more responsive to candidates, to our own Consortium Representatives, to trainers, and to other members of the Local Assessment Team. As I also stated at that time, we have a problem which we refer to as the "crunch" which comes in the spring of the year--a rather common syndrome for people who are around education processes. You put it off until the spring and then school--or the center--is going to close, and you rush through it as quickly as you can trying to get it done. We attempted with some success--although not as much as we wished--to try to have people move through the system more quickly so we could do assessments ahead of what we knew would be the "crunch."

Let me describe what happened to the Consortium at this time of the year one year ago. We were doing five or 10 assessments a week and we started moving up to 15 or 20 assessments a week. We kept on moving until we reached a peak of about 250 assessments a week. At that time we had 220 Representatives, so we had every Representative doing one assessment and some doing two in a one-week period. The rate of growth was basically just a single line.

This year, however, it was considerably more difficult. We went from five or 10 assessments a week, to 60 a week, and we are still climbing. We did two Representative training sessions and added 40 new Representatives. We are now closely approaching 250 assessments per week, with 260 Representatives and we are still being over-taxed. Consequently, we envision some significant programs for Representatives in the future. Clearly, it is a limit on the system because of the demands put on it.

The other limit that we have on the system that we are now prepared to change is to move from a manual to a computer operation for filing data and information on people. We are right now in the process of shifting files. We have been on schedule with the computer and if we can maintain our schedule we will be totally operational by November. Now we are setting up a computer operation inhouse parallel with the one outside, so that if something goes wrong during the debugging process we will still have access to all of our files on a computer system.

There is nothing that I can really say to you about candidates you have, or know, who are being caught right now in the "crunch" of getting assessed. All I can say is that for the first time we have people doing nothing but specifically answering the hotline--which we started when I came on board. We are attempting to facilitate everyone that we can.

Two other changes that we have made in communication are relative to what we can and cannot do in terms of control of the whole processing system. The post office tells us that we can send LAT packages from Washington, DC, to California in 10 days, but most of the time, this is not the case. We have attempted to document the time of mail. About two months ago, we converted everything that goes to candidates to first-class mail. If there are postage delays it is no longer because there is not enough postage on the mail.

The second problem with the communication is the hotline. I only hope that the computer may help remedy this problem, because I can't find another solution anywhere. Basically, this is the scenario that takes place--and I don't think that there is any way around it. A hotline call comes in and it is logged. It is logged twice, so that it is not lost anymore except under the most unusual circumstances. When it is logged in and someone is taking the call, the questions that are asked usually involve the CDAC staff members in going to the manual files to find necessary data. The information can be in a number of places in the office depending on where the candidate is in the system.

If candidates have their candidate number at hand for making a call to us, and if they also have clearly in their minds where they are in the system from their perspective, we can locate information on them very quickly, rather than keep them on hold. We have something like four or

five thousand people running through the system right now at different points and they are calling us about different questions. Our normal response, at this point is that, "We'll get back to you as quickly as we can." And we do. The calls are usually responded to in less than one working day.

However, what happens is that when you call back a candidate you have no quarantee that they are going to be available, and you have no quarantee that if they are at the phone they are not on the phone and it is busy. We do not then just sit and wait until we get through on that call. That person's file is then put at the end of the hotline and we go through other calls and eventually get back to that person. They stay in a cycle, and we call again. Some people believe we do not call or that we are not attempting to get back to them. That is not true. That is the only systematic way we found of approaching it.

The computer will allow us to make use of a television screen that will be mounted next to the hotlines in a Representative assignment area. As a call comes in, the CDAC staff person can merely punch-up a person's record immediately, and there will be no "We will call you back later," unless it is a problem involved with policy decisions and program interpretation. But, if it is clearly a question related to the assessment procedures, we should be able to respond to that in minutes, starting in November.

We have consciously held back from public relations efforts, marketing efforts, and the field support network system this year. Some of you have been involved in it at different levels and different times during the year. We have attempted to get a national network ready and a national public relations and marketing strategy to get people into the system, and to get as much accurate information out as possible.

We are keen on the NAEYC Conference in New York; it will be the biggest presentation we have made at a national conference. I believe that the CDA program is at a basically critical point in time. I think everybody can be pleased, and I think we can take on some very substantial issues.

There is research that is coming to us--being done by us--that indicates some very substantial aspects about the credential and how it relates to career ladders. It also indicates how CDAs relate to other people in the field of early childhood education who hold bachelor's and master's degrees. We are also gathering information--because this is our third year of operation--on the first 500 CDAs. We are tracking them all, finding out where they are, and what happened in the last three years.

There are two things that we are pulling out very quickly, although we don't have the final analysis completed, and we won't have it until the fall. One is that the CDA is definitely a step on the career ladder. People we have contracted have gone on from teacher aides and professionals in

the classroom to positions of center directors. As a result of their increase in job position, they also have an increase in wages, which I think is important.

We are slowly making inroads as a project--you are the ones who are really making inroads--in terms of training at institutions, and I think that is a very positive sign. There are CDA programs in options in home economics departments, some psychology departments, and in some education schools.

There are other groups that are working on a competency-based credential for center directors, and we are now working with them. That is in a very early stage of discussion and what that is, is laying out the turf and making sure that we don't keep re-inventing the wheel in deciding which direction to go. We have done the initial research about special competencies for people working in handicapped early childhood programs, and next year we will go into the second phase of that.

We have attempted this year to finish up some research that the Consortium started three or four years ago with regard to bilingual programs. And we have had two major hurdles, both of which the Consortium is very dedicated to overcoming and attempting to resolve. One is that research had not been done to help us get answers to some of the questions we are asking. So we are committed to trying to get some funding to get the research done, or to find out who the most appropriate person is to do it, and join with them in any way to get it done.

The second thing is true of all professional fields, and that is getting a consensus on what bilingual/bicultural child care actually is, or bringing together a preponderance of evidence so that we feel secure in whatever directions we are moving. We have started to do that. Our hope is that we will be able to address the bilingual/bicultural area very directly in the fall. We have a field test that is in operation now and we will get some significant data from it with regard to the bilingual aspect of the assessment system. The hardest part for us to handle is the bicultural part. We will start whatever research we need to do in the fall. We will hopefully have something specific to say about whether we are or are not going to do that for sure, and explain why with regard to the specialization of the bilingual/bicultural community.

That is where we are. I would like to say that we are not as far along the road as I wanted to be in terms of tightening up the administrative control. We built up the Consortium this year in a way that I think is significant. When the "crunch" started, one of our members came to our rescue and gave us five staff people full-time. That is the first time that members of the Board have really come in behind us fiscally and that seems to be the way the Board is going. I think that that will mean something to the CDA movement nationally--that the organizations will actually

start to talk about CDA in a very activist type of way, and we see that as a positive sign. It also means that with their help we can get more done at the Consortium.

We have tried hard this year. We have done a lot this year. The staff has sacrificed a lot putting up with me for a year because I have a tendency to push people extremely hard. So, I am now ready for you to push me. Ms. Harden is here to answer any questions you have specifically related to program, and I will attempt to address any question with regard to policy.

We told you at the beginning that we were attempting to put together a policy manual and we are in the process of doing that. We hope that sometime during the summer, after the "crunch", we will be able to get to our Representatives and to the network system a bound document of our policy procedures so that everybody will have the same story. We have attempted to be sure that everybody within the Consortium has had the same story this year. Starting next year, if we can, we will be sure that everyone on the outside has the same information we are dealing with. We hope that that will get rid of a lot of the information problems we have had.

(The question-and-answer session involving Mr. Harper and his colleague that followed this presentation appear in Appendix B.

Workshop participants also requested that an additional special session be scheduled for a presentation by the CDA Consortium to respond to questions not answered in the earlier presentation. Participants submitted written questions for Consortium response. These responses of the CDA Consortium are contained in Appendix C.)

DIMENSIONS OF SUPERVISED FIELD EXPERIENCES

Program Presentations and Training Seminars

- Wheelock College
  - -Frances Collins, Program Manager
  - -Linda Witham, Field Advisor
- Central Arizona College
  - -Martha Honeycutt, Program Director
  - -Warren Miller, Assistant Program Director
  - -Betty Chester, Field Advisor

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During the second and third days of the Workshop, participants gathered in small group sessions to view and discuss videotape presentations of field training at two HSST/CDA institutions.

The first of these sessions consisted of two videotaped presentations of field training activities being carried out by CDA field trainers in programs conducted by Wheelock College, Boston, Massachusetts and Central Arizona College, Coolidge, Arizona.

Onsite videotaping of CDA field training activities was completed by URC staff in cooperation with project personnel from the two respective institutions. The purpose of these videos was to present a realistic perspective to workshop participants of actual field training activities. The two different training programs provided a background and basis from which subsequent discussion related to program/staff responsibility and ways of providing effective field training services would occur in the workshop seminars.

The videotape on Wheelock College depicted its approach to developing cooperative institutional/agency field training relationships through teams composed of Wheelock staff and Head Start education coordinators as well as regular training seminars for the training of field trainers. Also included were actual sequences of field trainer/intern conferences and field supervision activities.

The Arizona model showed the approach used to carry out a field-based CDA training program which covers a wide geographical area and serves diverse ethnic groups. The Arizona program emphasized an individualized, self-paced program providing for integrated academic and field-based training conducted by project field trainers. A one-to-one relationship between trainer/intern is emphasized with cooperative (team) relationships with other center supervisory and teaching staff. Ongoing support to field trainers through a training of trainers system assures program refinement and improvement.

Video presentations on each of the two programs were repeated, so each workshop participant could see the two different approaches to field training.

Two separate training seminars were then conducted by the respective Program Managers and field advisors for Wheelock and Central Arizona College on roles and responsibilities of project staff for carrying out supervised field experiences.

Workshop participants were grouped according to their own responsibilities locally in CDA training. The representatives from each of the two programs provided a description of their approach and responsibility for field training and responded to participants' questions regarding specific training activities depicted in the videotapes on the two programs.

Participants examined the key issues and problems which the project staff had experienced in planning, organizing and carrying out CDA training, as well as the rationale for the approach to training which they are utilizing. Particular emphasis was also given to how the field training components relate to academic content and the institutions' overall approach to meeting other CDA training criteria.

As in the preceding session, each of the two sessions were repeated, thus exposing participants to each of the two programs' presentations.

At the conclusion of the program presentations and training seminars, the workshop participants met in small groups to discuss the implications of the two program models for CDA field training and the potential for adaptation. The discussion led by URC staff centered on the ACYF requirement that 50 percent or more of total training time be supervised field experiences.

Based on these discussions, participants developed ideas on how their own field training activities could be improved and on recommendations to ACYF related to this criterion.

In addition, the discussion also centered on the training criterion for the integration of academic and field training and the implications for staff roles and responsibilities.

The summary of workshop outcomes and recommendations for these were presented in the following summary panel presentation.

SUPERVISED FIELD EXPERIENCES: SUMMARY AND ANALYSIS

Panel Presentation

- Moderator: Warren Kinsman
  Technical Assistance Coordinator
  University Research Corporation

- Panel Members:

  --Trudy Hamby
  Technical Director
  University Research Corporation

  --Zemula Camphor-Bjork
  Materials Development Specialist
  University Research Corporation

  --Lilian Katz
  Director, ERIC/Early Childhood Education
  University of Illinois

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Warren Kinsman:

I think the only person on the panel to whom you have not been introduced is Zemula Camphor-Bjork. You have heard from Lilian Katz, and I think you have heard from Trudy Hamby. Trudy is going to begin and I'll turn the microphone over to her.

Trudy Hamby:

Thank you. First, I want to express my appreciation to the Wheelock and Arizona programs for allowing us to do the videotaping, and to the key persons who appeared in the tapes for being here with us to respond to our questions and comments.

On-site videotaping is a complex process fraught with many complications and requires tremendous energy expenditure and patience on the part of everyone involved. It took a bit of doing to get the on-site cameraman to understand that if his camera hadn't picked up the beginning of a fight between two three-year-old boys, you just couldn't say, "Hey, fellas, would you please start that fight again?"

The video-editing that is required afterwards is also a complex process. I had a commitment to all of the people who agreed to be in the videotapes to accurately present their unique program approaches. As we worked on the editing, the editor--who was also the on-site cameraman--and I had to come to terms with one another in cases where he didn't like a particular camera angle, but I thought what was being said or done was critical. I'm happy to report that as I rushed to catch my plane with the last tape hot off the editing cassette he and I were still friends.

I am impressed with the commitment to the CDA effort that the Wheelock and Arizona interns, field advisors, and project directors demonstrated by sharing their programs and themselves with us in this manner, so that together we could learn more about field supervision. I feel deeply about the trust they had in me to represent them, and I hope I didn't betray that trust in any way.

Judging by the work that you all did yesterday, their efforts were not in vain. Last night when Dr. Katz, Ms. Camphor-Bjork, and I looked at the amount of material that had been generated in your group processing sessions we were really overwhelmed.

You are to be commended. The rooms were hot, some of the tapes were long, and you wanted to talk about the classroom tape right after you saw it; however, we made the judgment that since the focus was field supervision, we should withhold discussion until we had seen how that unique field advisor followed through.

Ms. Camphor-Bjork, Dr. Katz, and I have divided up the summary and analysis. We want to do a good job in sharing it with you as we know each group wants to hear what the other groups came up with. We did take some liberties in moving some of your information to fit different categories. My part deals with the roles and responsibilities that were delineated with respect to field supervision. These were for program administrators and for field advisors.

There were four major areas of responsibility that were felt important for program administrators. These were:

1. Set up and provide a support system for field advisors to include:

   - Meetings with other field advisors and other professions. (These are those all-important meetings to help with professional identification that Dr. Katz was talking about earlier. The meetings would also serve to combat loneliness as well as ease the weight of responsibility. There should also be continuity of these meetings.)

   - Incentives
     --Salary
     --Professionalization of field advisor role
     --Faculty status
     --Credit vouchers.

   - Provision of professional resources.

2. Set up criteria for the selection of field advisors in concert with Head Start agencies and personnel (cultural and geographic factors should be included in decisionmaking.)

3. Set up a system for quality control of field advisor functioning. (The quality of training should be maintained while simultaneously meeting policy requirements concerning assessment.)

4. Set up and maintain a system of communication and coordination between the agencies and institutions.

Workshop participants came up with 16 different roles and accompanying responsilibities for the field advisor. The role and the responsibilities associated with it are as follows:

1. Team Member ("Team member" was the major role we found listed over and over--the field advisor as a team member with the intern.)

   - To maintain the team role rather than the "authority role."

     (In the videotapes, this was indicated when both members signed the contract, etc.)

- To build trust and maintain trust.

  (In the Cameron video, the intern said to the field advisor, "Are you taking my work? When will you bring it back?")

- To maintain confidentiality.

  (That was felt to be especially important because of one's other job role, i.e. Education Coordinator.)

2. Role Model

   - To get in touch with your own value system.

   - To be "up front" with the intern about why you are modeling and what you are modeling.

     (In the Wilson Head Start video, Stephanie, the advisor, said to Olivia: "When I was over there in the blocks I didn't like it that you asked me these things. I was modeling. I would rather that you did not ask me questions when I'm working with the children." She was being "up front" with her.)

3. Decision Maker

   - To have a clear understanding with the program administration, the Head Start agency, and the intern regarding the limits and ramifications of that decision.

     (For example, in Arizona the decision of whether the intern can be assessed out of a module is the field advisor's, and everyone has that clear understanding.)

   - To refrain from hastily made decisions.

     (A point Dr. Katz made earlier.)

4. Interviewer

   - To learn and practice the skill of posing questions in a non-threatening manner.

5. Reactor

   - Sincerity of expression.

   - Avoidance of over-reaction.

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6. Feedback Provider

   - To learn and practice the skill of giving constructive feedback.
   - To share that skill with the intern so the intern can provide the advisor with feedback.

7. Recordkeeper

   - To set up and maintain recordkeeping systems that include the agency, the institution, and the intern.
   - To provide the intern with copies of applicable records.

8. Resource Person

   - To provide materials to meet individual needs in terms of basic communication skills as well as other training materials.

9. Academic Instructor (Those groups who put this down felt that the field advisor must also take the role of academic instructor even though there may be another person in that role "officially.")

   - To keep abreast of professional literature, early childhood research, and theory.
   - To relate the academic and field experiences in an in-depth manner.
   - To understand and communicate academic content related to each Functional and Competency Area.
   - To communicate and make available to the intern the competency standards for each Functional Area and how these relate to portfolio development.

10. Evaluator

    - To provide initial and ongoing evaluation in terms of the CDA Competencies.
    - To be continually aware of the anxiety-arousing potential of evaluation and the threat involved for both the field advisor and the intern.
    - To provide objective evidence by learning to record field observations as objectively and accurately as humanly possible.

      It was felt that in each one of the videos the advisors were presenting objective evidence in their feedback conferences.

11. Early Childhood Professional

- To introduce the intern to the early childhood profession through the literature, organizations, and resources.
- To function as a professional in establishing and maintaining relationships with the Head Start directors, the lead teachers, and the staff.

12. Coordinator

- To establish and maintain a communication system within the agency and institution.
- To establish a system for the sharing of information.
- To set up a system for protecting children from duplicative efforts.

  (This responsibility resulted from events portrayed on the Cameron tape in relation to the "actors" talking about the screening of the children.)

13. Negotiator

- To explore all avenues with the institution about tuition, credit, and training in order to greater individualize the training.

14. LAT Trainer

- To document intern's growth over time.
- To learn and use the skill of consensus-seeking.

15. Counselor

- To learn and use counseling skills.
- To learn to listen and observe nonverbal communication.

  (Mention was made of the field advisor's skill in dealing with the puppet theater in the Wheelock tape.)

16. Friend

- To allow the other person the freedom to be himself or herself.

  (This came through on the Wheelock tape where the field advisor was talking about the intern and she said, "See, it says, you, you, you." Acceptance of that person's individual and unique style.)

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- To get in touch with your own philosophy about what you believe helps people grow.

  Whether you are essentially a third-force psychologist or a behaviorist, etc., you better tell your interns and operate that way so you won't confuse the intern.)

I couldn't help waking up early because I was very excited and impressed with everything the group sessions came up with. I recalled the last national workshop when Terri Lewis and I were putting together all of the work you did there. We realized the pure frustration you were having trying to use those old traditional words to talk about and describe new roles and procedures. I couldn't help thinking "CDA is a new professional category, just as Jenni Klein has always been saying." We are pioneers, you know, and we have to acknowledge and build on that, and accept that that is what we are doing. We need to acknowledge our traditional background as teacher education people and as teachers, etc. We need to take from that background what we need to take and build with it, but we also have to let go of what does not work anymore. We have to carry on. It seems to me that every time we come together we have grown and we are a little braver. We can say, "Yes, we made a mistake, but now we are going to move on." It seems to me that all of this activity shows how we are growing and learning together.

Zemula Camphor-Bjork:

As a result of yesterday's activities, many issues were raised and observations and comments made that have, I think, significant implications for CDA training. In the process of sharing with you what these implications are, I will preface each with observations and comments, where appropriate. Some of the implications were better categorized under roles and responsibilities and I will not repeat those.

Observations:

- As more and more CDAs are credentialed, they are being moved into the role of the field advisor of trainer.

- There is a danger in assuming that because one has received a CDA, he or she is competent to serve as a trainer.

Implications:

1. The skills of the field advisor need to be researched and studied so that criteria for the selection of the field trainer can be established.

2. Programs need to develop job descriptions for the field advisor, of trainer, that focus on educational requirements, not necessarily in terms of a degree, but in terms of the kinds of knowledge and skills--the kinds of experiences--and personal capacities needed to function adequately in this position.

Observations:

- Thirty-five percent of the Head Start grantees do not receive HSST/CDA funds. How do these programs fit into what we have been talking about for the last two days?

Implications:

3. Programs need to look very carefully at the total job responsibility of the Education Coordinator, and plans need to be developed so that the role of the Education Coordinator encompasses those functions required of the CDA field advisor or trainer.

Observations:

- A number of observations were made regarding approaches to training as they relate to cost, numbers of people needing training, various delivery systems, national ACYF goals and objectives, and ethnic and cultural considerations.

Implications:

4. With the increase in the number of people who will be moving into CDA training, there is a serious need to think more about training the trainer.

Observations:

- Issues continue to surface regarding valid credit for CDA training. For various reasons--there is wide variability in awarding valid credit for CDA training and/or for attainment of the CDA credential.

Implications:

5. A system or a mechanism needs to be established for converting the CDA credential into credit, especially for those who do not receive training in connection with an institution.

6. More consideration needs to be given to the provision of incentives both at the grantee and institution levels--such as the credit voucher for field advisors in the Wheelock program.

7. The concept of individualization needs to be addressed in the provision of academic offerings as well as in supervision of field experiences.

8. There is a need to strengthen the credibility of the CDA credential by focusing on the trainees' acquisition of competence in the area of basic communication skills.

9. Both the institution and the grantee need to recognize their reciprocal relationships. (In other words, the grantee has some things it can offer to the institution other than money, just as the institution can contribute some things to the grantee. It is important that the field advisor is aware of what each party can contribute and base negotiations on these terms.)

10. There is a need to approach the use of modules in training as one of the ways of providing academic flexibility.

11. There is a need to integrate the CDA philosophy into the In-Depth Validation process.

12. It is important that new performance standards which include CDA are disseminated as quickly as possible.

Lilian Katz:

I have put together seven points that have been hatched in my mind over the last few days as I listened to the discussions of the small group work sessions and talked to you individually. I tried to put them into a form of suggestions or things to keep in mind as you go on to Monday morning.

1) It seems to me, if I have observed and picked up the spirit of what you are doing, that you all have a great concern for the CDA trainees. Yes, people have to feel good. People have to have positive self-images, but keep it in mind that people, children or adults, cannot feel good in a vacuum. You have to feel good or bad or hopeful or desparate or right or wrong about something. You can't have a positive self-image in a vacuum. The evaluation is based on something. I would like to have you worry about that a little bit.

You feel safe with respect to something. You feel good with respect to something. None of use has to feel good about everything on a given day. You may feel good about what you have prepared for supper, but you may not feel good about what you did in spending too much money on clothes. You don't have to feel good about everything all of the time. You have to feel good about relevant things. This suggests to me that as you work in the field with the interns, give them the kind of feedback that has information in it. Make your comments informative, rather than only kind and supportive and encouraging. Information does indeed have the power to change the way you feel about things, so keep that in mind. Also, remember that when you struggle through working with trainees, that they do not have to enjoy everything. They do have to get some satisfaction from what they are doing, but it doesn't have to be fun. They have to see it as serious. One of the things that fascinated me about the Arizona videotape that we saw, was how serious the trainer and the trainee were about the modules. They were really into it for a long time. I don't know if that is always that way or just on the tape, but I was impressed with that. When you approach teaching as engaging the learner in thinking and planning and so on, they do find it enjoyable but that is not your objective. Enjoyment is a by-product of teaching well.

Say it straight. Say it straightforwardly, whatever you have in mind. There is too much interrogation in teaching. It is a real temptation to do this. Instead of coaching and interrogation, it might be better to say, "It might help if you do such and such."

2) A number of you have mentioned in a number of different ways your concern over authority. Keep in mind that you don't have to be authoritarian to be authoritative. Your expertise is your understanding of teaching and your knowledge of teaching. That is what makes your authority legitimate. Don't abdicate your authority, but don't abuse it. Just keep it in perspective. Every once in a while, luckily, we all have this experience of having students who challenge our authority and that is good for us because it helps up to put it in perspective. We don't need to get too carried away. Accept the authority that is yours by virtue of your responsibilities with grace and with courage. As long as you respect the students, you will be all right. You won't harm them. I think all of these points sort of hang together on the principle that they are all style issues and that you do not want your style to get in the way of your substance.

3) We really don't have much theory in child development. A theory is a system of explanations which gives you the power to make predictions. We don't have that. What we do have are norms--general expectations of children at different ages under different conditions; what to expect of a two-year-old on the average, and know that we are only talking about averages. One should keep a developmental focus. Remember that the people you are working with are in development, just as I am. Early on they perhaps ought to know the name of Piaget, but the secondary circular reactions they don't need. Theory does not improve practice very much in our preschool education.

4) It has been said from time to time we must keep the focus on the children, but if you are a trainer, focus on the trainee as a person in her or his own right. Sometimes I meet people during training, the kind of training that you are doing, who say to me, "If I could just achieve this for the sake of the kids with this teacher." That means that you are not helping that teacher as much as you are using that teacher to get something to the kids. I just want to caution you not to fall into that trap. Work with that trainee as the object of your concern in her or his own right. The rest will follow.

5) Teach people by the way you react to them, by the things that you do or don't do, say or don't say. Try to teach the people that you work with to "get on with it." I grew up in England and remember being very frustrated and upset as a youngster in wartime, and the adults saying to me, and even to other adults, "Get on with it." My point is, you can't do anything about it. This is the way it is.

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There are so many problems in this world. Select those that are real enough for you, that you really want to work on; set aside those which you see as being relatively superficial or those that are not within your power to do much about. You cannot respond to everything because you lose the capacity to respond at all. Get on with what you want your work to be about and encourage the people that you work with also to do that.

6) Not everything between you and the interns, or trainees, has to have strong affects. The same is the case between you and the children. Not everything has to have an affective motive between you and the children. Some things are just information, some things are just concept or ideas, interesting ones. You don't have to make a big federal case out of it, as we might say. You don't have to feel either warmly or coldly or positively or negatively or good or bad about everything. In fact, I would suggest don't wast your affects indiscriminately.

Be careful about the temptation or the tendency to try to coax your intern into thinking your thoughts.

7) Be realistic. There is no objectivity in assessment. There is what is called intersubjectivity. People agree to call things what they want to call them. They want to call it a degree of centigrade when they just agree to do that and that is intersubjective agreement. So don't worry about being objective because you can't be anyway. Try to be realistic.

I have said it many times before and I decided as I listened to you yesterday that I would say it again, and I think that many of you have heard it. Never take somebody else's opinion more seriously than you take your own. Listen to the opinions of other people. You have something to learn. It might be informative. The point is not to take it more seriously than yours, because valuing your ideas above others' is the essence of self-respect. I would like to add here, as you confront situations with your trainees, and your colleagues, and your regional training officers--just remember that almost any solutions or technique or approach that you will make up will be about as good or as bad as anyone else's. So go ahead and make it up! That is what I have been doing all morning! Test your hunches and ideas out of experience, with your colleagues, at meetings, but carry on.

CONFERENCE SUMMARY

Closing remarks during the final workshop session were provided by Charles Jones, ACYF, Dr. Jenni Klein, ACYF, and Leroy Jones, URC.

Mr. Charles Jones indicated to the group that the National Office of ACYF would be completing planning for future National T/TA to CDA programs in the near future. He invited the workshop participants to submit to ACYF what each perceived to be the major training needs for CDA. It was stated that these recommendations would be considered in future T/TA planning.

Dr. Klein spoke regarding future ACYF plans for CDA training and assessment in other child care areas including Home Start, Day Care, etc.; the focus of future National Workshops on quality training, and further exploration of training, assessment, and credentialing issues. She further noted that emphasis will be placed on issuance of the Long Term Requirements for the Incorporation of CDAs into Head Start and on the expansion of CDA training programs as part of the overall Head Start program expansion.

Concluding remarks were made by Leroy Jones, URC, who extended appreciation to the keynote speaker, panelists, staff of the Wheelock and Arizona CDA programs, and each of the workshop participants. He noted the significance of the workshop in addressing one of the key CDA training criteria--supervised field experiences--that the workshop had resulted in greater understanding of this area, and would contribute immeasurably to products of the workshop with colleagues in their respective regions to expand the benefits of the workshop throughout the CDA program.

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APPENDIX A

CDA CONSORTIUM UPDATE

RESPONSES TO QUESTIONS FROM THE AUDIENCE

Question: What has been done on the renewal of the CDA Credential?

Answer: Two things. One, the renewal procedure has already been established and has gone out to the 500 CDAs which is all that will be done in the first year. It was reported in the last issue of DATELINE. What the procedure is, basically, is identical to reapplying for a driver's license for the first time.

It has only been three years and we felt that within three years a person probably does not go from being competent as we had judged them competent, to being incompetent. And so, we are asking that they merely file for a renewal. There is a $5.00 fee attached to it and they receive a renewal for three years. We are starting this summer at a Board mandate on a reassessment system for the six-year anniversary of the credential. The reason is that we felt that although in three years we could probably say that someone did not become incompetent, six years would bring significant change in the field itself, regardless of one's competence. We want to relate them to the field again. We do not at this time envision a portfolio type of activity being involved in it. That is how we brought closure to it.

Now let me tell you about the other. Credentialing is not an easy activity to be involved in. It borderlines on what is called ADMINISTRATIVE LAW. It doesn't borderline on it, it is administrative law. And so we are now involved in a lot of legal areas and in dealing with attorneys about what licensing is as compared to the credentialing process, and what that means in terms of telling people up front when they first apply what it is that they have to do to renew if they want to renew, and how many days notice they must be given. There are all kinds of legal restrictions that we weren't aware of when we started, but that we are now aware of and are working out. We had hoped that we could come up with a renewal process and that would be the end, but it ends up that we have to have back-up legal arrangements prepared.

Question: When will something definite be coming up other than a $5.00-send in your money-and renew your credential?

Answer: Starting the end of this month, the first 35 CDAs--and it is their third year anniversary--receive notification which will be a form that they have to fill out which says "You have to fill out this form applying for renewal and you have to attach $5.00 and send it back to the Consortium." And that is it. That is what went out in the DATELINE.

Question: I know about the first-year group but what about those since then? What about someone who was credentialed last week?

Answer: See, this is the first--the three-year anniversary--regardless of when they got their credentials. The first year they come up for renewal, that will be the procedure whether it is ten years from now, or this year. However, the second time they go through that cycle we hope to have a second assessment system set up.

Question: Will there be some emphasis in the renewal process for those people who have received training in working with handicapped children?

Answer: Yes. Where we are right now is very open-ended. We are looking at a number of things from the handicapped survey--at what kind of training do we want, do we want to speak to training again, do we want to start tightening that up, etc.

Question: I have a question regarding the patent on the CDA logo. I am concerned that this is going to cause an awful lot of legal implications for many people. I find it inconceivable that the term CDA existed before the Consortium, and now the Consrtium has a patent on it. What do you have to say about that?

Answer: Let me tell you what our official position is at this point. First of all, the initials, CDA, the black logo, and the words CHILD DEVELOPMENT ASSOCIATE, are registered trademarks of the Consortium. And there are three things that allow you to have a trademark. One is that you can't have an idea and you can't have a name and trademark it. You must have that and use it in some kind of a practice. You just can't say "ashtray" and I'm going to trademark it and control the ashtray market of the world. You have to be involved in the practice in some way.

The second thing is that if you get a registered trademark which we have for those three areas, you must enforce it or you do what is legally called abandon, which means that you are saying that anybody can use it for any purposes. The trademark also has to be used in a way that basically resembles a trade type of aspect--services for fee--some kind of exchange, barter system, arrangement of using. And it cannot be used in a way to confuse the public. So, if you have a name that is very close to someone else's name, then the first person gets the trade. And when the second person applies, they may say that it is very close, and they will tell you how to divide the territory.

The Consortium has basically divided the territory. We are attempting to do two things with the trademark. One, is try to be the person to say something about quality in CDA. I will give you the case we are involved in right at this time. We have 15 people with CDA credentials in one state who received the CDA from a university without the Consortium being involved in it at all. If we give up our trademark rights, we have no way of saying to these people, "Hey, you don't have CDAs. The CDA means something else. Let us show you what it means to all of the thousands of people that have now gone through the system." If we have the trademark, we can go to them and say, "Hey the CDA is a trademark, this is it, it is us, the Consortium. What you have is not a CDA." We have decided to retain the trademark.

The other thing is that we want to use the trademark to make sure that information that is out about the assessment and credential process is accurate with regard to the credentialing system. Unfortunately, as any good lawyer will tell you, there is no "yes and no" or "black and white" type of issue. It is all gray. And what it gets down to--and what the problems are, and I am sure where the rumors are coming from--is how does CDA, a trademark, initial, logo, and name relate to training materials that are clearly outside of the parameter of the Consortium's interest.

We are interested in those materials, in the fact that someone should be doing it; however, you cannot trademark a name and a logo and enforce it in one area and abandon it in another area. You either enforce it or you don't. So what we are attempting to do is ask people to put the TM next to the CDA name, or logo, and indicate that it is a registered trademark of the Consortium as they develop new training materials. That is all that they have to do.

We like to look at the materials to make sure that anything in there about assessment and credentialing is accurate. We are not even looking at the training portion of it at all. That's not our business. We're only concerned with what is said about the CDA assessment system. That's how we've registered the trademark, and that's how we are going to attempt to enforce it. We have had 14 cases of enforcement in the last year, and we've had the trademark since September when I came on board. Out of the 14 cases--and I have three pending on my desk now--we are drawing up guidelines as to what we are looking for and what we are not looking for, which we were going to distribute to everyone. We don't want people to get the feeling that we are double-checking whether or not they have good training programs. We are only checking to see whether or not what they say about assessment and credentialing is accurate.

Question: Jay, I am concerned, for people publishing who are not fully aware of this. I can see the necessity of retaining the integrity of the credential, however, we are getting an awful lot of criticism in terms of the credential being a federally controlled type of thing. People at state levels are beginning to ask questions. Now with this enforcement factor that you are talking about, it will cause more of a stir. That is why I bring it up at this time. Federal control of training materials would be a heinous thing to have happen. And that could very well happen with the trademark concept. Some people don't separate ACYF and the Consortium. They don't perceive the Consortium as a completely autonomous group receiving support from ACYF. It is difficult to put that concept across. Now with this trademark thing coming down on us, from the point of view of curriculum specialists, the issue of federal intervention and control of the curriculum or training materials, I think, is a pretty serious situation.

Answer: (Ray Collins) Let me respond to that. In the first place, the credential is not federal. It is nationwide, and I think that's an important distinction.

Question: I am talking about CDA, what these things mean.

Answer: (Ray Collins) But first let's be clear about the reality and then we can talk about certain PR aspects and how one can communicate that reality. So, let me address myself to reality, because I think that is an important distinction. There are no controls on the Consortium in their contractual relationship with HEW that pertains to assessment and credentialing. This is very deliberate and it is also consistent with the nature of the Consortium Bylaws. This has been true from the beginning and it is established HEW policy that this continue to be true. And I think that it is important for us to maintain that, that we are all clear about that, and that there are no questions within our minds. It would be legally as well as programmatically inappropriate for us to attempt to exercise any influence over the Consortium with respect to assessment and credentialing. It is intended to be totally autonomous and totally an expression of the profession.

Now, in terms of the legal issue of the trademark, we have a formal opinion from the HEW General Counsel on this issue. We discussed it with the Consortium. Essentially, that position was consistent with what Jay has indicated in that the Consortium in the department's judgment has an official legal claim to the CDA trademark as it pertains to assessment and credentialing. It has no claim whatsoever as it pertains to training materials. None, in the department's judgment. Now, as it turns out, in our exploring this, HEW does, in fact, have a valid trademark claim should it choose to exercise it in the area of training. That is in all aspects of training including training materials, curriculum and all the rest of it. The reason for that lies in the history of how CDA and the Child Development Associate have evolved and this is the department's legal position on this. Now, what we will have to decide is whether we choose to exercise this. There are implications in exercising this, so as to avoid even the appearance of the reality of federal control of the curriculum--which I think we would all regard as undesirable.

On the other hand, there are also some implications if we don't choose to exercise it. We have to think those through and it is something that we're going to be giving a lot of thought to over the coming weeks. Ultimately it will require some high level decisions. Certainly, at least at Bambi Cardenas' level. Once we have made those decisions we will communicate them to you. The legal issues are simple. These are clear and there is no ambiguity in the mind of the General Counsel on either point. How we will choose to operate in the face of that reality is rather complex. It has a lot of far-reaching implications and we really want to think this one through very carefully.

Question: I'd like to say that we have had a lot of problems in getting people through the assessment system--I'm talking about eight months. But, we'd like to say that Janet Rossi and Mary Cavelerra have been very helpful, very patient, and very nice in some really trying circumstances. Although I think computers are real nice, I think that if there were some coordination with the training program a lot of this could have been saved. People were lost and nobody could find them for three or four weeks. I really wish that there would be some direct effort to work with the training programs.

Answer: That is interesting because we have finally resolved an issue that I have had with the Board with regard to that. The Articles of Incorporation of the Consortium speak specifically to training. The purpose is to provide technical assistance to training programs. I have interpreted that as technical assistance about the assessment system. That is all that we can really talk about. However, the Board has always made the claim that we are not to make any outreach efforts on our own into training programs.

Now we don't come in and tell you that we are now going to give you technical assisstance. However, we have been very pleased because this last year three Head Start T/TA programs have come to us and written us into their proposals, specifically as a link to the credential and assessment system. That has to come from out there to us, we are not initiating that. The Board will not allow me to initiate that from inside to outside. So that linkage is now occuring, I hope.

Question: I have a more pressing problem that probably you would be more aware of from your business office, and it is depositing the checks. We have had checks three, six months, and maybe longer that have obviously never been deposited by the Consortium. We are not getting them back. We have some checks outstanding from last year--from people who were assessed last spring. These are going to have to be voided because we are getting ready to have our regular state audit and they do not allow checks to stay out that long. You know you void them and then you will have to reissue them. This is really going to create problems. I don't know what your problem is, that it takes that long for a check to get to the bank.

Answer: There are two legal considerations in regards to that. The first is that a check comes in with the application form. If the check is cancelled before you review the application form, legally you have accepted the application because you have accepted the fee. So when you look at the application and you find that the person has not included documentation of training, or anything like that, that is just too bad. (I have now accepted them.) So that check gets held until that application is completely checked out.

The other side is that administratively we have been slow in cashing checks. Now when the application form comes in with the check, it is checked right away and the check is deposited the next day.

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Question: I am concerned about Head Start people being assessed. In our area there are many people who are ready, and we are having problems getting assessment dates, and material is getting lost. Our people are getting discouraged. I have about 200 classroom staff persons who will need to be assessed. The turnover is not that much. We are looking ahead to the time when maybe 50 persons per year will need to be assessed under the terms of the policy. Everybody is getting excited about it now. But, we do not have enough Reps to assess. Are we going to have anybody added to those 260 Reps to do assessments for our people so that we can comply with policy?

Answer: In six months I would like to have 500 Reps. I want to double my Reps. There are two problems. I would have to train thousands of Reps if people hold assessments until the spring "crunch." There is just no way that I can deal with it, and I'm not going to tell you that I can. We are going to attempt to increase the number of Reps. I would like to double the number of Reps. Clearly, that is indicated. We have reached the limits of what we have and we know that. People have got to come through at different times, though.

Question: Could you tell me how many Reps we have in Texas?

Answer: Probably about 18.

Question: Related to that, part of the reason people are caught in that "crunch" is because they cannot get the paper work through in less than seven to eight months. And I am talking about one application, that was sent in to the Consortium on March 24, and they have yet to receive anything. In another case a readiness form was sent in on February 22, and they have not yet had a Consrtium Rep assigned, and we have called six times.

Answer: OK. You know all of the documentation in the world is not going to convince you of what happened as the paper work went back and forth.

Question: When people sit there for three months with no notice, they obviously call me and ask if I really sent it. Nobody knows if anything reaches there if they don't get something back--a phone call from the CDA Rep, a readiness packet, etc.

Answer: We do CDAs regularly at 39 days. It is a self-paced system. I can document where the delays are. I know when each thing comes into the Consortium, and when it goes out. I am telling you that there is nothing in the Consortium for more than seven days.

Question: I would like to change the subject if I may. I am hearing that our trainers are having to transport people to sites for assessments. Our people are out on shoestring budgets as it is. Are we going to have to provide them with transportation money to get these people out, or do your Reps have that available to them?

Answer: They have it. We cover our Reps' transportation. If there are people moving Reps around, that is something that was worked out individually. We don't tell them how to move from a place to an assessment site.

Comment: Let me make a suggestion. When you are selecting Reps, one of the things should be that they have a driver's license, because a lot of these places are not accessible any other way other than by car. When a Rep flies in with no driver license, you know somebody has go to transport them--sometimes 200 miles from the airport.

The other thing is that they must also have a credit card, because they cannot come in with $10.00 in their purse so somebody has to go around cashing personal checks for them. In one state, they don't cash checks for someone from another state. So, who does it all? You know we do. And that is something that you have to be aware of.

Question: What are you doing to help the pacing of material at the training end to shorten the time and avoid the spring "crunch?" We have had quite a few people who, for some reason, missed a spring assessment date. Then they had to start over in the fall with a new parent and a new parent questionnaire. You cannot possibly have new parents getting well enough acquainted to have an assessment, say in October, which the candidate is really ready for if they can carry over questionnaires and parents from the year before.

Answer: First of all, we have started experimencing with combining the application and enrollment forms which will only be a one step process which would cut out one piece of paper. The second thing is in terms of carry over in the summer. We are now involved in specifically looking at that issue. That is one area we are having a lot of problems with procedurally from a policy perspective. We have no information at the Consortium that tells me that a person can't be ready in 30 days when they start up in a new system with a new parent and everything and we have no information that says that they can. So, basically, what we are doing is carrying people over. When we do carry them over, we will start asking that question.

Question: But when a parent comes in and doesn't know anything about the center, it is going to take more than 30 days. These are new parents who don't know these people and they are not going to do some parent questionnaires when they don't know how to answer the questions. Can we carry over these parent questionnaires when there is a differenct group of children the next year?

Answer: I am telling you right now that that is what we are doing and then we'll decide whether or not we will allow you to do that. Because right now I don't know what the difference is. Does it make a significant difference from our perspective?

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Question: If those other parents are honest I don't think that a parent would in 30 days say that that person is competent. They are answering questions that they don't really have answers for within a few days. Could they use questionnaires that were done in the spring whether they were assessed in the spring or not?

Answer: The answers are not easy and I don't think we should even look for an easy answer. I think we should look for the right answer. I can give you two cases right now that show we cannot come up with a policy, because in both cases they call for a different answer. This is the case that probably you are all involved in right now: "Hi. I'm a CDA candidate, I want to be assessed. My center closes tomorrow. Can you get a Rep in here?" And we say to them, "No." The next questions is "Listen. If I can convince the center director to keep the center open, will you get a Rep in the next day?" Our answer now is, "Yes, if you keep it open, for just one extra day, go right ahead." Now we did this last year and this is what is causing me problems and I am trying to straighten it out and get to some resolution here. A candidate calls and says "Hey, our center closes, and I need to be assessed tomorrow. I talked to the center director and they are going to reopen the center in two weeks, bring back all of the kids, everybody has agreed that it is OK. Will you bring a Rep in?" The answer is, "No." Basically those kids know when the center is closing. We believe that the continuity of what is going on in the program is broken when kids are sent to a home situation or to another kind of center, and then brought back in one day for an assessment. Our Rep is not seeing a very realistic idea of what happens with that center, that person, those kids, or with everyone else around them.

Question: When you have school for one more day you have the same situation, an unrealistice situation.

Answer: Yes. Fifty percent of my staff says that and they say that we should ask on the application form for the closing date of the center. If that is the last day that they can get assessed, then they should start over again.

Question: Yes. Then I also question, you know, if somebody calls me and says that "My center closes tomorrow. Can you get me a Rep?" If they have had that thing in for a long time I think you have the moral responsibility of trying to fulfill it. If it is a matter of my calling you all of a sudden then I would agree.

Answer: Clearly, that is true. And we get both kinds of situtaions and we have to decide which it is. We have some other ways we weigh people, too, to decide who gets it. Head Start has a priority over everyone else in the system, and if two people come up the same day in two different locations and we have one Rep, Head Start gets it.

Comment from Jenni Klein: I was going to make a suggestion. Many of these questions have been emotional, and probably rightfully so. I hate to see it get cut off because Jay needs to hear what people have to say and people need to get answers because they are going back to their training programs. I was going to make a suggestion that either another session be set up, or that people write their questions down. They seem to fall into categories that seem to be universal problems regarding the assessment. People need to go back to their training program with some answers. Some of the answers obviously aren't there, but I am sure that the Consortium would be willing to work on them and get them answered. The Consortium is there for one reason only and that is to assess and credential the people that this group here is training. So let's put our heads together.

Answer: But let me also say something about problems. And that is the difference between problems as perceived by you and problems perceived by me. And, specifically, I really want to talk about the turn-around time in mail because I think that you have got to understand what I can do and how I look at it, which maybe you can convince me is wrong. If everyone of you had exactly three instances that indicate that the average turn around time from the Consortium is a 159 days on a letter, that is fine. We're handling something like 15,00 pieces of mail and I can indicate that the average is down to seven days. I am not denying that there are people out there that don't hear from us for a year, I am not saying that, but I cannot run from my office--nor can I ask any one individual on the staff to do it--to track down every piece of mail and get the turn-around time down to seven days, or whatever. You can only worry about establishing a routine that starts to bring down the average amount of time for that. That is what we have attempted to do with mail. That is what we have attempted to do with telephones. Some people have actually said that they have gotten responses too quickly for assessment, because they sent in the notice and they weren't really ready, and all of a sudden the LAT package was there.

Question: I know that sometimes we get it quickly, but sometimes we also get it late. We call the hotlines and you get an answer that it was mailed out on the 28th, and you call back seven days later and you get an answer that it was mailed out on the 31st. You know, you should not get different answers.

Answer: If you got different answers, then I know now why you got different answers. This I can really talk to. This is a problem and we have had some serious problems--and I am not going to tell you that we haven't--about timing. One of the big problems when we set the procedures up was the mail. I asked that the stuff be logged. When you call into OCS, this is what happens: You say, "Hey, I need an LAT package. When did you send it to me?" And OCS goes through their log and says, "Hey, I sent it to you a week ago." And you call back again and say that after four months you

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still have not gotten your LAT package. Regardless of what the post office did, I will tell you what we do wrong. The LAT package was logged out of OCS and given to the person in the mailroom. The person in the mailroom is real busy and he throws this LAT package down and it does not get out for a week or two. Now, there are two ways we are bringing remedy to that. One is that we have now tripled the staff in the mailroom. But the other way is that we have consolidated the logs so we are now getting an accurate idea of when it is. It means that I can start to point some fingers at people when I am not getting my seven day turn around.

APPENDIX B

SPECIAL SESSION

Robert J. Harper, II and Pat Harden
of the CDA Consortium

Responding to
Selected Questions Submitted

And

Comments from the Floor by Workshop Participants

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Pat Harden: We will go through the questions you have turned in to us, and attempt to summarize them. Some of them are bigger questions than the Consortium is really involved in, and some of them are a little bit touchy for us to deal with now, but we will go through them.

QUESTION: Is there a way for LAT members to evaluate the LAT meeting?

Pat Harden: The way we train our Reps is that they are to let LAT members know that they have the right to write us any concerns they have about the LAT meeting. Throughout the meeting any member should and can request that the meeting be stopped and that the Rep call the Consortium for clarification. Any member also has the right throughout the meeting to address any issue they think needs to be addressed. We are looking at a possible formal assessment tool that LAT members might use to assess each other and the LAT meeting. That is in the very formative stages and is an issue that has come up a couple of times and that we are in the process of researching. We are not at any point in that research now that we can get a feeling about whether or not this is going to be a reality. We are just looking at it.

QUESTION: Are the Reps responsible for ensuring that the intern who is being assessed is observed in a normal classroom routine in a regular classroom?

Pat Harden: Our Reps are trained and they should assess in a classroom where there are at least eight children that the candidate is primarily responsible for at the time that they are in that classroom. That is somewhat flexible. If two kids are absent because they are sick, that is OK. If only three children are in the classroom, that is not OK.

Question from the Floor: So you are saying that the normal is eight, but if they only have six that day, then that is OK?

Pat Harden: That is OK if they can give a reason as to why those two are not there that day. If the children are sick or if somebody was in a car accident the day before and couldn't get the kids to school, then that is alright. But if it is a classroom of eight and there are only three or four present, then the Reps are trained to stop and call us. We will usually say "delay," and reschedule the observation.

Candidates should know that they should have a classroom where they can be primarily responsible for eight children. If there are 30 children in the classroom then that is OK, but they have to be responsible for at least eight when the Rep is in that room. If the group is divided into five teachers and they each have eight kids--or three teachers and they each have eight kids--if two of that candidate's eight children are not there,

that's OK. She can do it with six. We try not to do it with any less than six. When it gets to five and four, Reps are trained to stop and call us and we will tell them to delay.

J. Harper: We trust the candidate when they are telling us why children are not in the classroom. We do have instances, however, when we have found out that children were selectively removed from the classroom for the purpose of the assessment. Sometimes we do not know that until after the assessment, and we are now in the process of pulling in some CDA credentials as a result of that. But we have to go on the basis of trust.

Pat Harden: But that information usually will come in. Usually what happens is that when a candidate pulls out a child selectively, somebody else will call up and say that that child was pulled out selectively from that center. Then we will do some investigative work, and if we find out that that is the case then we pull in all of the materials and we review.

QUESTION: Is there a formal complaint procedure that should be followed by a party concerned?

Pat Harden: Once again all that we do is train the Reps and they should inform all LAT members that they have the right to write us about anything concerning the meeting. If they don't do that, then the candidate knows that also, and can also tell the team that they can do that. What we are trying to do now is do our Rep report and we reiterate to our Reps that this is the procedure. You know we have a Rep report that goes out the 15th of every month and in it we address concerns like this. We are also planning some Rep retraining and inservice training activities. But that is the way the formal complaint procedure exists at this time.

J. Harper: Formal complaint is just a letter, but what the letter needs to do is include facts and details. It should not be ambiguous. Once we get a complaint it is put into a Rep's file, and we immediately start an investigation of some type. In the past we have not done that. In the past the complaints have just kind of sat in the file. We are in a position to actually go in and monitor them. We have selective assessments with some of our Reps. We found out in some cases that someone was not clear on something and we straightened it up on the telephone. But, it goes case by case and we need facts to do something.

Pat Harden: The next two questions really tie into that.

QUESTION: What is the evaluation system for Consortium Reps, and should the Consortium Reps have an updated training session?

Pat Harden: The evaluation system for Consortium Reps ties into what Jay just said, which is that when we get complaints from the LAT we put them into the Rep's file and we immediately begin investigating. You would be surprised how many times that happens. If something happens in a meeting, then somebody is usually going to tell us. We hear it from the trainer, from the candidates--from somebody who is dissatisfied with what has happened. This once again ties into the formalized tool that we are looking at and we are trying to compare what we have gotten in the past from LAT members with what the formalized tool will give us. But, as it stands now, some Consortium Reps say that a new evaluation system should be developed and some say that it shouldn't be. We are just looking at it trying to figure out what is happening. Updating training is also being looked at.

QUESTION: Is it possible for the Consoritum Rep to have a number of packets at one time?

Pat Harden: Consortium Reps always have a number of their own packets at any one time. There are some people in the back shaking their heads.

Comment from the Floor: I just mimeographed three sets last week.

Response: Of which packet?

Answer from the Floor: The whole assessment packet.

J. Harper: The Rep only gets a Rep packet. When we start out they are usually sent to the Reps in quanity, and Reps are told to ask for refills when they get down to five. Twice in the last year we have run out of materials for Reps and we had a ten-day and a seven-day delay in terms of printing time to get packets put together again.

Pat Harden: The norm, however, is that Reps keep five packets at all times. We depend on them to let us know in good time that they are running out so that we can send out more. We try as much as possible as we assign assessments to keep track of how many they are using. But we do the best we can to make sure that they have five Rep packets at all times. Since that is the only packet that they really control, it is the only one that they would have.

There was a very interesting question about problems involving training of Consortium Reps and suggesting a telephone survey so that we can have your assistance in understanding what the problems with Reps are, and in

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developing Rep training. And, that is a reasonable suggestion but one problem that we have with that is that because we are a national organization that deals with total three- through five-year-old population kinds of things, we have to be very careful about where we solicit assistance from. It is OK when people write us and say, "We want this, we want that, we want the other," but as soon as we start catering only to telephone surveys, only to regional offices, and Head Start, we could conceivabley get into problems. So it is something we have to look at very carefully. It would probably entail a great deal of staff time and I'm not too sure at this point that this is something that we could consider for this program.

We do try to incorporate suggestions from people about what training needs are or what problems they are seeing as much as possible. So, up until now, it has been a free flow kind of thing. We don't call all of the regional offices and say, "How do you feel about Reps?" because then we would have to call all of the welfare departmetns and ask the same question. But, please feel free to let us know how you feel. Call, write,--whatever. We will definitely incorporate any suggestions that you have that are feasible in terms of our process.

QUESTION: Is the Consortium planning a training session for new CDAC representatives in the Region IX area? If so, when?

Pat Harden: Yes, we are planning another training session--possibly. Not specifically just for Region IX, but I don't know who would be involved in that. When we do training we look at our national scope: where CDAs are coming from, which states have a lot of CDA programs, which states have a lot of CDA activities, and from that we try to graph where the need will be for the next year. From that we go through our files and we pull out applications and we screen. So, at this point I could not say whether or not any training session we would do would include one or 20 people in Region IX. But, as Jay said yesterday, we are definitely looking forward to training Reps--many more Reps. We need them. So, I would envision probably one or two, at least, from Region IX, if not more.

QUESTION: What other bilingual/bicultural studies besides Spanish are going on?

Pat Harden: None at this point. The decision of the bilingual task force was that we would look first at the Spanish population because they are at this point in time the largest bilingual population in this country. We would spend our time looking at that, and based on this information move on to other language groups, if that is necessary.

J. Harper: The Consortium historically has dealt with a large number of ethnic groups through task force and colloquies. We are trying to pull together some bicultural or multicultural generic understandings regardless of type of culture. However, since we had CDA Reps who were bilingual and most of them were Spanish-English, we chose linguistically to bring that to the only field test. Hopefully, with that being our strong card we'd get the most out of the field test.

Clearly, the indication is though that if it goes well, then we will start expanding and probably do it in terms of percentages of the linguistic groups of people we serve. And, we have asked some people for information so that we are getting some ideas as to what other language groups people represent. We will just go from the largest down to the smallest and try to cover them all until we get to a cost effective point or something.

Pat Harden: There were a couple of questions on carry over. Most of them dealt primarily with what materials can be carried over: parent-Rep questionnaires, trainer materials, whatever.

As it stands now, based on the cases that we have allowed to carry over in this last year, and that we might allow to carry over this year, everything can carry over. All of the materials can carry over if we allow carry over. That issue is really kind of sticky. And, it is something that we are really looking at. We talked about it a little bit yesterday and one thing that I wanted to address was that the decision not to carry over in the beginning was one that people came to after a lot of reseach and a lot of thought. We are having some problems with that. You are having some problems with that.

It is a problem that we recognize and one that we are looking at, and it is not one that we even have hopes of solving overnight. It is a major process of policy change for us. What we will probably do this year is carry over a couple of cases if that becomes necessary, and do a study of what that means. We will get some feedback on how the Reps who were involved in those sessions feel about it: did it really make a difference, did they feel that it was a problem to have the material from the last year, were the parents able to participate in the LAT meeting even though they had done their questionnaires in the year before? There are a lot of things that we need to look at before we finally come down and say, "Yes, carry over, for everybody." So it will probably happen and it will probably happen only in individual cases for a while until we get a chance to really look at some documentation.

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QUESTION: When will the people whose centers are going to be closed know about carry-over?

Pat Harden: All right, the people who are in centers already closed who are in their assessment process now should be in the process of being notified by the Consortium office on an individual basis. Some of that had started before I left the office.

Question from the Floor: What happens if you have two people in a center and one gets to carry over and the other one doesn't? How do you explain it? I know that I can't explain it to a trainee--your friend gets to carry his/hers over but you can't because you can't be part of a study.

Pat Harden: Has that happened?

Reply from the Floor: Not yet. But we have some with the same type thing. They have their readiness forms in and are not getting assessed, their centers are closed and the potential problem is there. It hasn't happened yet, but what if one of two trainees calls and says that the other one was notified by the Consortium that he/she could carry his/hers over, and wants to know whether he/she also can?

J. Harper: They need to say that to us.

Reply from the Floor: Yes, but they are going to say that to me first because I am working with them and I'll listen to their problems first.

J. Harper: In that case say you have nothing to do with it; that it is our problem.

Reply from the Floor: They know that I have nothing to do with it, but they aren't able to get an answer and you cannot explain to a trainee who has spent eight months--why one can carry over and one can't.

J. Harper: I mean I can't answer your question now.

Reply from the Floor: Would you allow that to happen? Maybe you should take that into consideration for future events to be sure that that doesn't happen.

J. Harper: If we are told up front that somebody else got a waiver in their center and they make a case that they are identical cases, and we also see them as identical cases, I don't understand how we would carry one and not the other. If they are not identical cases and they just happen to be in the same center, then there is a good chance that one would and one wouldn't. The cases would have to be identical, not the fact that they are in the same center.

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Pat Harden: For instance, how long they have been in the system would enter in. Somebody who has sat in the system for two years and wants to carry over we may say "no" to since they have had two years to try to get it together, but somebody in the same center who has only been there for six months and wants to carry over, we may say, "yes." It is very individualized. It depends on how those materials come in, what that person has been doing, and how conscientiously their status in the system has been maintained. So, clearly, it is an individual matter.

Comment from the Floor: But you can't make a value judgment about whether or not one has been conscientious. You don't know the whys.

Pat Harden: Sometimes you can. Sometimes there are people whom we talk to and call week after week to find out what's happening, and they have no answers: "I don't feel like it" or "I'm tired" or "I'm not ready."

Comment from the Floor: But that wouldn't really have anything to do with the two-year period. There might have been things that happened within that period that might have been their fault. Two years is a long time. How many people are in the system for that long? What's wrong with being in the system for two years?

Pat Harden: There is nothing wrong with being in the system for two years.

J. Harper: No, there is something wrong with it. What is wrong with it is just what we go through at this time of the year. We are carrying 6,000 files of people.

Comment from the Floor: But you have never said that it can't be.

J. Harper: That's right. We have set it up to be a self-paced system, and we are clearly looking at whether or not that is rational. We are making judgments.

Comment from the Floor: You should not do that unless you notify the people that they only have six months from the moment of application.

J. Harper: Clearly, we are at this point where we find that we have a policy, and find that the policy is not working. We are forced to make judgments just to get along, and it is bringing us to a point of having to re-evaluate and come up with a new policy. So we are at that point in time where I am making judgments that I shouldn't be making, but I have got to keep the system going. I know that that is saying to me "change the policy" some way.

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Comment from Jenni Klein: There is a problem, obviously. People who are training perceive it differently. And what has to be done, I think, is to have alternative solutions looked at, instead of looking at just one or the other. These solutions can be communicated to the people who are training. The interests are the same. The Consortium wants to assess people, and the training programs want their people assessed. There is no adverse situation. There should be a mechanism set up for getting their opinions about the issues, coming up with alternative solutions and then letting the people feedback to you.

J. Harper: I am not even at that point yet. What I am saying is that when the sum obtained from multiplying the number of pieces of paper that we have to manipulate to handle a candidate by the number of candidates in the system becomes so great that it means that the system is going to stop, then we will do everything that we can to keep the system from stopping. So we are now making decisions to keep the system from stopping, which is saying to us that the present system and the present operating procedure for us may be incorrect, and at some point that probably will not be until after a "crunch."

Question from the Floor: Are you considering a policy change then in terms of the needs of the system?

J. Harper: Yes.

Comment from the Floor: We want to work with you in finding solutions to these problems. I think that the real problem we all seem to be over-looking is the fact that you are only taking in the paperwork angle and the problems as you see them, but nobody is looking at the problems that the candidates see. It is a whole different thing. It is different from yours and it is different from ours. You will really have to change your thinking. Think of somebody way out there in another city who is not used to dealing with the bureaucracy and these types of problems.

J. Harper: Let me try to frame this. When the Board of the Consortium established the Credential Award System, they established it with a clause in it called REVIEW AND REFINEMENT--never to end. And we do that. However, our resources are limited as to what can be done in terms of that system, and we pick and choose as we go along. Now, in addition, we pick and choose what we are about to refine, and what we want to look at, based on questions that came to us a year ago. This year we get to those, and questions you raise now will be dealt with next year. But also we only have so many during the year that we can do.

Clearly, at this time of the year there is nobody doing anything but paperwork for the assessments. There are people on our staff who know nothing about Rep assignments and we have to train them to get us through that period of time to get us on the phones to the people.

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And the last year we tried to work with parents and communities. We spent a whole year doing new trainer qualifications for the team and we are going to be working on that during the summer. We will have new ones out in the fall. we are working on a new application form to get some information that we need to target stuff better for candidates. I've go no problem with people saying that there are problems with the system and pointing them out to us and coming up with solutions. Clearly, we want to involve people. Unfortunately, we cannot solve everybody's problems at the same time.

Secondly, we are at the hardest time in the year. We make decisions on the basis of the numbers that we are watching come across the desk. It is only when we have the luxury of the other eight months of the year that we can think about doing stuff with people. It takes a bit more sophisticated design to get the right kind of information to make decisions when we deal with people, than it does to look at statistical tabulations being kept up on a day to day basis in the office. Clearly, you are a part of the solution and will be involved--I hope, actively involved. We do take people into account.

Question from the Floor: Is there information that goes to the candidates, like DATELINE?

J. Harper: No, DATELINE does not go to the candidates.

Reply from the Floor: I know. That is what I was saying. Is there somewhere in that whole package that it can be very clearly stated that there are problems in April, May, and June, or whatever the three months of "crunch" time are?

J. Harper: We are attempting to remedy it this way. A number of us had assumed that DATELINE went to candidates, but that is not true. CDA DATELINE goes to everyone but a candidate unless a candidate also happened to have been either a Rep or a trainer. The reason for that was that in the old structure the function of keeping names, addresses of candidates was in one office and the function of keeping the mailing label system was in another office. The only thing that seemed to cross the lines was the Reps names and addresses, because the office that did the mailing also sent the checks to the Reps.

Another problem was not having a computer. It took eight months to put 6,000 names on a mailing list simply because you couldn't pull people off just to type labels. So that the mailing we have scheduled for September will for the first time include all of the candidates in it, which means that we will be catching them in the fall to tell them that they will have a problem in the spring.

Comment from the Floor: Stick it in the packets. It is not just going to candidates and would be ideal for a tear off sheet. If you have your percentages, just say that 48 percent of the people didn't get assessed because of the "crunch."

Comment from Jenni Klein: I think that there is an issue that I keep hearing that relates to the fact that when the CDA system was set up the whole idea was to have a flexible system that would be suited to the candidates and their needs different from the traditional college system. There everyone graduates whenever the graduation date is, and I think that what I keep hearing now is that people do not want that to happen with this system. The training has to be as flexible as possible; I don't think that it is quite as flexible as originally thought about, and the same thing I think with the assessment. And I think that somehow that is what has to be brought to the candidate: that although it is not as flexible as it could be, it has to work within a framework, otherwise it cannot go on. But I think that people are struggling and I hear that all of the time. They do not want to be set in a system that is very much like the system we didn't want before.

J. Harper: There is a problem we are having with materials. In the past the Consortium has in fact given bulk materials to some people and one of the things that caught us was that when we moved downtown we had an address change and a phone number change. The people who had the bulk materials we still handing out old enrollment forms and application forms and everything had the old addresses on it. This really got people hostile to us because it was taking the postal service 30 days to get it back to us. The reason we're still reticent to do the bulk thing is because of that kind of thing, and because during the summer we are making substantial changes in a lot of our material. Our application form will look totally different than it does now. It will be a number of pages longer with some guidelines that we're setting up right at the application point about renewals in the future.

There were some legal things that had to be changed and LAT guidelines were in the process of review, so we are hoping that there will be a new supplement of that out and we have to trust people to trash the old stuff when they get the new materials in.

Question from the Floor: It took a long time initially to get those and we could be answering trainee's questions for you instead of a trainee calling the hotline asking "How do I answer question four on page six?" And, if we don't have the forms we can't help them that much.

J. Harper: I think that ACYF probably has the addresses and we can just add that to our mailing list. Now let me tell you about the new application form in terms of moving it into the system. We are not going to attempt to stop the old one and move in with the new one. They will both be out there together and as we run out of the old ones we will just have to go to the new ones altogether. It will not make a difference to us in terms

of a candidate going through the system. The new form will give us data profiles of candidates so that we can start targeting different resources to them easier. It has a long legal mumble-jumble at the beginning about the renewal procedure which we found we had to get into to lay some things out for people.

QUESTION: Will the competency assessment for center directors be appropriate for supervisory staff--for educational coordinators who are not based in centers, but whose training job is the supervision of teaching staff in a number of centers?

J. Harper: I don't know that yet and we will have to wait and see what the thing looks like before we determine the population. At this time the thinking has been just for center directors and we have not thought about training or supervisory staff. I will take that back and we will certainly discuss whether or not that is appropriate and try to come up with a definition of supervisory staff so we can find out what special competencies they need, or if it would fit under the center director.

QUESTION: Could the competency assessment for home visitors be used for center based, parent involvement staff?

J. Harper: Again, we are not sure about that. Right now the home visitor thing is an option that we are looking at pretty much keyed to Home Start and that relates to another problem or another question that somebody had about whether or not we would be doing stuff for social workers. The answer to that question is "no." The reason we will not be doing anything for social workers is that the National Association for Social Workers is a member of the Consortium and we have different turf arrangements, and if they want to officially default that turf to us, then maybe we will do that.

QUESTION: How can we ensure some continuity in financial personnel at the Consortium to ensure good communications between trainees and the Consortium that will not lead to the many frustrating experiences thus far encountered by Head Start staff?

J. Harper: My sense of that is basically that there is no way that you can ensure continutity. I am having a tough time ensuring continuity, and there are two reasons for that. One is that the Consortium is a private corporation, and that it has its own problems of personnel and staff. However, we do appriciate that it is difficult for us to conduct the kinds of searches we need in order to replace people and fill new staff positions.

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If you know people that you think are very qualified and people that already have a CDA system in their head, please have them send resumes to us. We keep an active resume file and we hope that we will be doing some expanding next year in terms of some other contracts with foundations and grants. We are looking at people who already have an idea of where we are going.

QUESTION: Will emphasis and priority be given the assessment of Head Start staff as they reach readiness because of specific statistical numbers to be required of Head Start programs in this country by certain dates?

J. Harper: Priority goes like this. If two people come up for assessment, a Head Start person has priority over somebody not in the Head Start program, unless the other person is in a state that has the CDA in regulations that are specifically ties to employment. The reason they must receive a higher priority, is because we have a legal responsibility to not deny them access to employment. My rationale is based only on the attorney's opinion and I trust that.

Comment from Jenni Klein: Actually, I do not think that is going to be a major problem.

J. Harper: No, it has not been one at all. There are several alternatives. If the state law stipulates that it can be a B.S., or B.A. in early childhood education, or a CDA...

J. Harper: We only have seven minutes. Let me try to get through all of the questions that we had.

Comment from the Floor: But you are not answering. I think it is important for people to know the answers.

J. Harper: Let me attempt to do this. Let me read questions and answers and try not to tell you how I got to the answer, just so that you have an answer. For the priority question, the answer is that when two people come up and it is not a state that has CDA in its regulations, the answer is Head Start draws the priority. When two people come up and the state has CDA in its regulations, the person draws the priority that is not Head Start. When we have Head Start persons coming up in a state that has CDA in its regulations then they have a double priority going for them and they clearly go above everybody.

QUESTION: What length of time will be given before expiration of the application?

J. Harper: Presently, we do not expire applications, we do expire enrollment forms. An enrollment form comes in and it is filed with us and we send out an application. If we don't hear anything within a six-month period, then they are put in a dead file for a while, and we ask the person to fill out a new enrollment form.

QUESTION: Does the "group contact" person deal specifically with staff from one given center?

J. Harper: I am not sure what "group contact" is. If the person who wrote that question could clarify, then I will be happy to answer.

Comment from the Floor: Yes. I received a memorandum from Mary Rogers and she stated that she was the "group contact" person and that the information would be filtered and maybe we would get quicker process on whatever we were asking for, or whatever information needed to be referred back.

J. Harper: OK. We are experimenting with the possibility of grouping candidates together for batching to make it more cost-effective to send in a Rep for a number of days consecutively, rather than having them go in for a number of trips. Mary Rogers is the person responsible for maintaining a list of all of the persons who have told us that they have the capability of batching candidates and setting up dates. Those were done in the early part of the year, so that those assessments have basically been set up and locked into with a couple of exceptions where the groups stated to change significantly and it was impossible for us to keep Reps posted on where it was going. So Mary Rogers is the person.

Question from the Floor: What is happening when these people are sending in applications, but they are getting letters related to the enrollment forms?

J. Harper: They have sent in an application to us and we're still asking about why we haven't heard from you and so forth? The best thing to expedite that is to call in on the 800 lines and just have us straighten it on the processing end, and if you can't do it that way just ask for me and I will straighten it out. The computer will clear that up.

Comment from the Floor: Several candidates in Region VIII have recently been told that they have been dropped from the CDA system because it has been more than six months since the CDAC has heard from them.

J. Harper: That is true with the enrollment form but not with the application. It is the policy although you never received it in writing, and that is why we are holding off to do it all at once.

QUESTION: The assessment system has asked the candidate to identify a center licensed by the state. What about the states that don't have licensed centers? Especially for half-day programs, etc.

J. Harper: We have just about completed research that we understand may be the only solid research on the licensing regulations for all of the states. We had made assumptions erroneously that all states licensed all types of centers and we are now finding out differently. Call in on the hotline and ask for me or Ruth Massinga. Let us intervene since we are dealing with the licensing study, and get to the people in processing so that we may straighten it out immediately. Once we have our licensing study done, they will have copies and they will supposedly know what the licensing requirements are for each state as the enrollment forms come in.

QUESTION: It has been my understanding that the Consortium would be reconsidering requirements and criteria for Consortium Reps and LAT trainers. Has this been done?

J. Harper: The new requirements are not out. We are required to have new requirements to the Board by the September meeting, so that they will be out in writing by October. That will be a part of the LAT guidelines. We have gone back through the past Board policies of what the Rep requirements and training requirements were, and we are doing an update and consolidation of those.

QUESTION: Is the Consortium working in states to get CDA into state laws?

J. Harper: We're a 501C3, nonprofit, and we have now registered as a lobbying group. We are now intervening in states in two ways: In any way possible when a state asks us to come in to give testimony or provide information for a hearing where someone else has asked that the CDA requirement go into the state regulations. Secondly, starting this year, we have been providing testimony on the Hill in Washington, D.C., and in a number of states on our initiative. We felt that the information was not accurate or adequate as to what was being heard in legislative committees, so we decided to actively attempt to do something about it. We have not done that very much in the past, and we are hoping that will be increasing. The law is 5-25 percent of your budget. We are in the 25 percent category because we have a small enough operation to justify lobbying to the maximum amount, but we are not anywhere near that. We're about .05 percent for the whole year.

QUESTION: I have heard legitimate complaints from both Consortium Reps and trainers about one another. These include trainers signing off when a candidate was ill-prepared, or did not have an adequate portfolio, or did not understand the level of competency needed.

J. Harper: Again, we have to trust the trainer when they sign off, and we do know that trainers sign off for a number of reasons.

Comment from the Floor: But the point is that the trainer does not know what is going on. And, my concern here is that the Consortium Reps are going one way and the trainers are going another, and there is a lack of communication. All I am asking is that sometimes they get together to come to an understanding to be sure we are all going the same way, but somehow we are not touching.

J. Harper: Getting trainers and Consortium Reps together in some way is a reasonable request. We are looking back at a 1973 assessment system, which was a multiple day assessment. A day of orientation was provided for the mumbers of the team before they ever got to sitting down and talking about the candidates. Economically, at this point, it is basically unreasonable; however, there are some good things in there.

Let me speak specifically to your second part here: Consortium Reps short-circuiting the assessment process by not taking enough time; interpreting functional areas and definitions differently from other Consortium Reps; and making demands on trainers and candidates that are not the responsibility of Consortium Reps. The initial thing about not taking enough time is probably one of the most important reasons that has precipitated us to look at re-training of Consortium Reps. To some extent we can control the situation about different interpretations between Consortium Reps. To some extent that is based almost entirely on what happened at the LAT meeting, and that will account for some of the variablity. With the retraining, with the use of a Rep report, and by redoing our Rep manual, we are hoping that we can tighten that up a little bit. I don't know if ever we will tighten it up to everyone's satisfaction.

Clearly, when the Consortium Rep is making a demand on the trainer or the candidate that is not a Consortium Rep's responsibility, and the people are not in agreement about the demand, then that should be immediately reported to the Consortium. Then that is plenty of grounds for us to go in and check out the Consortium Rep. It should be reported to us. And that also goes in with the question the other day about having to drive people 200 miles. If an agreement was reached on the telephone to do that, then that is fine. If it is placing a burden on those other people and that is not fine, then that should get back to us at the office so that we may straighten it out once and for all.

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Comment from the Floor: If the Rep calls and asks the candidate to get transportation, then the candidate is surely going to say yes.

J. Harper: Clearly, what we can do is start laying some groundwork about that with the Reps. However, things will still happen. Sometimes the Consortium Rep will be out of agreement, and sometimes the Consortium Rep will be out of line. Our Reps are all wonderful people, and sometimes they become as confused as I do and make mistakes.

QUESTION: OK. What future plans does the Consortium have for states to see the validity in CDA?

J. Harper: We're attempting to do two things. One is we have a number of research studies that we did that got the Consortium to where it is, and we're now editing them and comparing them for public distribution. The other thing is that we're trying to find out everyone else's research. There are a lot of CDA Reps doing advance graduate work and are using the CDA system for their dissertations. They're doing good research in the area and we're trying to get it to look at it. They're making good cases for us. We would just like to have it become public. That's a question of us finding it out. We are more than prepared to talk about a long range perspective on dissemination.

As you know our information brochure is really oriented toward the candidate. We also used to have our abstract, which I had them stop printing. Then due to the force of demand, the "crunch", and a lot of other backlog we have now reprinted it. But our intention is sometime during the summer to begin to put together a new folder that is very graphic, and is a real "sell of the Consortium and the CDA" to the mass population--it will be oriented to hit multiple levels--the legislatures, academicians, etc.

Question from the Floor: What about licensing people?

J. Harper: Overall we have not had that many problems with licensing people, because we have representatives on the Board who have actively dealt with those people. With the study of the licensing laws we, ourselves, are developing for the first time our own individual contracts in those offices. So, clearly we are going to be coming to the position of having someone that we know talk to you on the phone now which we have not had. The licensing thing is coming under Ruth Massinga and myself and then it will go back to a field service network.

We still do have a problem with communication skills, specifically with regard to the problem of literacy. It is a problem that the Board is having problems with themselves. We have talked about doing some things at the Consortium. I am going to use words that we are using "in-house" and this is one of the things that I am trying to keep under the hat.

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Once it gets out it will be clearly misunderstood. Please follow closely. We are talking about developing supplementary training modules with regard to the assessment system, and helping some people understand particular aspects about it--such as the portfolio, what an LAT meeting is all about, communication problems that we know happen during that whole process. We have expanded our view of that. There is perspective there addressing questions about handicapped competencies, and things like that we do not now include. Again, we are just looking at it, talking about it, there seems a general agreement that something needs to be done. Secondly, we do think that we clearly do have a role to play in getting it done. Our problem now is trying to find out what it is.

Comment from the Floor: I am getting frustrated in that I think that I do not understand the role of the Consortium. I thought their first priority was assessment and credentialing of people. And I keep hearing training over and over. I know some research is important but I am hearing technical assistance for lobbying efforts, and I know some of that and I have heard very little about assessing people to be CDAs to improve the quality of child care.

J. Harper: That is very simple--the purposes of the Consortium are stated in the Articles of Incorporation. And those are very broad and general. What we do in a year is based upon the contracts and grants and funding that we get in. Our activities are 90 percent determined by our contract with ACYF. The primary function is to assess and credential people. But, clearly the contract provides for us to do other things, such as attend these meetings and attend meetings in states dealing with regulations and conduct specified reserach projects.

Comment from Jenni Klein: I have to react to that. ACYF wants the Consortium to do one thing and one thing mainly.

J. Harper: That's right.

Jenni Klein: It's been the concern of ACYF since the beginning, and that is to create an assessment and credentialing system and serve the people out there to assess and credential. That is the one priority and I think we have said it over and over again.

J. Harper: That's right. Clearly, that is our main purpose.

Leroy Jones: At this point we do have to terminate because we have gone 15 minutes over the schedule and have to get to another meeting. Jenni and Chuck have indicated that when they appear before the group later this morning, they will take any other comments from the group and have those given to the Consortium and I think that that is the only way. Hopefully, we have addressed most of the written questions from yesterday. I know that some of you have been here at least an hour and 15 minutes already so let's stand up and take a break while the people on the agenda for the next part come forward.

APPENDIX C

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